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ABSTRACT

This ERIC resource is a guide to the array of law-related education (LRE) resources available to teachers. The annotated bibliography offers resources for essential knowledge of the law, innovative teaching methods, and guides to national LRE programs. Included in this collection are abstracts of LRE documents and journal articles, arranged alphabetically by author. Part 1 contains abstracts of LRE teaching materials, resource guide, research documents and journal articles. Part 2 features two ERIC Digests: (1) "Law Magnet Programs" (Paula A. Nessel); and (2) "Teaching about Democratic Constitutionalism" (John J. Patrick). The appendices of Part 3 feature directories that provide contact information for law magnet programs as well as national and state LRE programs. The annotated index of World Wide Web sites offers a useful resource for the law-related education community and information about the ERIC system and its many features. (EH)

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ED 412 172

Langdon T. Healy and Thomas S. Vontz, Editors

RESOURCES ON LAW-RELATED EDUCATION

Documents and Journal Articles in ERIC

Yearbook No. 3

SO 028 524

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ERIC Clearinghouse for Social Studies/Social Science Education
and the American Bar Association
National Law-Related Education Resource Center

1997

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RESOURCES ON LAW-RELATED EDUCATION

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Yearbook No. 3

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ERIC Clearinghouse for Social Studies/Social Science Education
and the American Bar Association
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ERIC, Educational Resources Information Center, is an information system sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.

Contents

Introduction 1

Part I. Annotated Bibliography on Law-Related Education (LRE) from *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)* 3

Part II. 1996 ERIC/ChESS Digests on Law-Related Education 55

A. *Law Magnet Programs* by Paula A. Nessel 57

B. *Teaching About Democratic Constitutionalism* by John J. Patrick 59

Part III. Appendices 61

1. Directory of National and State LRE Programs 63

2. Directory of Law Magnet Programs 67

3. Annotated Index of Law-Related WWW Sites 76

4. Call for Future LRE ERIC Documents and ERIC Reproduction Release Form 79

5. Figures 83

a. Figure 1: Sample ERIC Document Resume 83

b. Figure 2: Sample ERIC Journal Article Resume 84

6. ERIC Information 85

a. Basic Tips for Searching the Database 85

b. Law-Related Education ERIC Descriptors 89

c. Where Can You Use ERIC? 90

d. Where to Locate the ERIC Documents and Journal Articles 91

Introduction

Law-related education (LRE) is the organized learning experience that provides teachers and students with opportunities to develop an understanding of the values and principles upon which the legal system in our constitutional democracy is based. Citizenship education is the overriding goal of LRE in elementary and secondary schools. LRE encourages students to be engaged citizens and to reflect upon the manner in which law affects them and how they affect law and society. LRE, therefore, is the practical application of law to daily living, conflict resolution, and community problem-solving rather than specialized legal education. LRE demands that students grapple with controversial issues that affect their own lives. It stimulates discussion, exploration, and reflection. LRE emphasizes critical thinking and active participation by students. The widespread use of resource persons from the community in LRE programs enhances students' knowledge and skills, while emphasizing their membership in the larger community beyond the school.

To promote the widest possible dissemination of LRE materials, the American Bar Association's National Law-Related Education Resource Center (ABA/NLRC) serves as the Adjunct ERIC Clearinghouse for Law Related Education, in partnership with the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at the Social Studies Development Center of Indiana University. ERIC/ChESS is one of sixteen ERIC Clearinghouses sponsored by the U.S. Department of Education.

As a guide to the vast array of LRE resources available to teachers, the American Bar Association and ERIC/ChESS present this bibliography of ERIC documents and journal articles on LRE. Through its annual efforts to publicize the valuable teaching materials on LRE, the American Bar Association's NLRC endeavors to improve the quality of teaching in this vital area of civic education. This annotated bibliography offers teachers essential knowledge of the law, innovative teaching methods, and guides to national LRE programs. Reflecting a growing and important component of the K-12 curriculum, these materials on LRE should hold great interest for the educational community and anyone concerned with the civic education of American youth.

The American Bar Association's Public Education Division created the NLRC in 1991 to collect and disseminate information on LRE programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities. Today, the NLRC serves the K-12 community, college and university students, as well as the general public. NLRC produces newsletters, technical assistance papers, anthologies, bibliographies, and books on LRE resources, such as *319 Current Videos and Software for K-12 Law-Related Education.*

ERIC is a federally funded, national information system designed to provide ready access to education literature. At the heart of ERIC is the largest education database in the world—containing more than 850,000 records about journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. A network of subject-oriented clearinghouses provides toll-free reference and referral services and free or low-cost publications on important education topics. Twenty-five years ago, ERIC became the first commercial online database. In 1986 the ERIC database became available for searching on CD-ROM.

Now ERIC is pioneering efforts to make education information accessible through electronic networks. Currently ERIC is available to thousands of teachers, administrators, parents, students, and policymakers through the Internet, CompuServe, America Online, America Tomorrow, GTE Educational Network Services, and at libraries across the nation.

AskERIC is a human-mediated question answering service for teachers, library media specialists, administrators, and others involved in education. A project of the ERIC Clearinghouse on Information and Technology at Syracuse University, AskERIC uses the vast resources of the ERIC system and the Internet to answer questions by electronic mail. Questioners receive an electronic mail response at no cost within 48 hours. Typical responses include citations from ERIC database searches, full text ERIC Digests, and Internet resources such as listservs and addresses for World Wide Web sites. Address questions to: askeric@ericir.syr.edu.

The AskERIC Virtual Library offers an abundance of electronic resources through the Internet. The resources include lesson plans, ERIC searches, ERIC Digests, AskERIC InfoGuides, and lessons and materials from NASA, CNN, and the Discovery/Learning Chapter. From Netscape, Mosaic, Lynx, and other World Wide Web browsers, connect to: http://ericir.syr.edu. You may also connect through Gopher or FTP to: ericir.syr.edu. If you need help, send e-mail to: askeric@eric.syr.edu or call 800-464-9107.

Included in this collection are abstracts of LRE documents and journal articles They are organized alphabetically by author. The LRE materials included in this publication range from abstract issues of political theory to a variety of suggestions for implementing conflict resolution or peer mediation programs. Part I contains abstracts of LRE teaching materials, resource guides, research documents and journal articles. The ERIC Digests presented in Part II, include LAW MAGNET PROGRAMS by Paula A. Nessel and TEACHING ABOUT DEMOCRATIC CONSTITUTIONALISM by John J. Patrick. Appendices feature directories that provide contact information for law magnet programs as well as national and state LRE programs. Also included in the appendices is an annotated index of WWW sites useful for the law-related education community and information about the ERIC system and its many features.

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Part I

Resources in Education (RIE) and *Current Index to Journals in Education* (CIJE) Abstracts on Law-Related Education

Resources in Education (RIE) is the facet of the ERIC database that publicizes documents in education, including lesson plans, curriculum guides, and research papers. *Current Index to Journals in Education* (CIJE) is the facet of the ERIC database that reports on periodical literature published in approximately 830 major education and education-related journals. Each record (document or journal article "resume") provides the author, title, publisher, and sponsoring organization. An RIE record is denoted in the ERIC database by a number preceded by the letters "ED," such as ED375048. A CIJE record is denoted in ERIC by a number preceded by the letters "EJ," such as EJ500257. A list of key words ("descriptors" and "identifiers") used by ERIC to subject index all documents and journal articles in the database fosters easy reference and computer searches. The annotation ("abstract") offers a summary of the thesis, purpose, and content of the document. See Figure 1 in Appendix 5 for a guide to reading an ERIC document resume.

Educators may access the full text of many of the LRE documents referenced in this bibliography through microfiche collections available at major libraries or they may order paper copies through the ERIC Document Reproduction Service (EDRS).

Copies of journal articles can be found in library periodical collections, borrowed through Interlibrary Loan, or purchased from article reprint services such as CARL UnCover, University Microfilms International (UMI) and the Institute for Scientific Information (ISI). To obtain articles from journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *Current Index to Journals in Education*, a monthly index publication available in many library reference departments. See Figure 2 in Appendix 5 for a guide to reading ERIC journal article resumes.

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Toll Free: 800/443-3742
Telephone: 703/440-1400
FAX: 703/440-1408

CARL UnCover
3801 E. Florida, Suite 300
Denver, CO 80210
Toll Free: 800/787-7979
Telephone: 303/758-3030
FAX: 303/758-5946

University Microfilms International
Article Clearinghouse
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346
Toll Free: 800/521-0600, X 2786
Telephone: 313/761-4700
FAX: 313/665-7075

Institute for Scientific Information
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Toll Free: 800/523-1850
Telephone: 215/386-0100
FAX: 215/386-6362

ED387240

Aitken,-Claudia-Jean

Using a Classroom Approach To Teach Peer Mediation to Grades 3 and 4 by Developing a Peacebuster Manual.

1995

83 p.; Ed.D. Practicum Report, Nova Southeastern University.

EDRS Price - MF01/PC04 Plus Postage.

DOCUMENT TYPE: Dissertations /Theses - Practicum Papers (043); Tests /Questionnaires (160)

DESCRIPTORS: Change-Strategies; Classroom-Environment; Classroom-Techniques; Counseling-Techniques; Elementary-Education; Grade-3; Grade-4; Interpersonal-Communication; Interpersonal-Competence; Models-; Practicums-; Program-Descriptions; School-Safety; Social-Cognition; Student-Attitudes; Student-Responsibility

DESCRIPTORS: *Arbitration-; *Conflict-Resolution; *Elementary-School-Students; *Peer-Relationship

IDENTIFIERS: Nonviolence-

IDENTIFIERS: *Conflict-Management; *Peer-Mediation

This practicum set up a classroom-based model for peer mediation in grades 3 and 4. During the project's implementation, the school psychologist delivered, individually to each of 6 different third and fourth-grade classrooms, 8 weeks of classroom instruction on conflict resolution. When all 6 classes were familiar with conflict resolution techniques, the classroom teachers, with the aid of the school psychologist, chose 30 students to take part in more intensive training and to serve as peer mediators, or, as this model referred to them, Peacebusters. All third- and fourth-grade students agreed to comply with the peer mediation rules and to have their conflicts resolved by Peacebusters during unstructured school time. Analysis of the evaluation data showed that all students who were part of the intervention became familiar with conflict resolution methods and the classrooms became more peaceful environments in which the children could learn, cooperate, and get along with one another. As a result of intervention, a peer mediation manual was developed for future use in grades 1 through 4. (Nine appendices include the student peace journal, peer mediation report and follow up questionnaire, and the Peacebusters manual. Contains 18 references.) (AA)

EJ522336

Allen,-Rodney-F.

Sanctuary Seekers: Studying Refugee Issues in High School Classrooms.

1995

College-of-Education-Review; v7 p51-62 1995

DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)

DESCRIPTORS: Civics-; Consciousness-Raising; High-Schools; High-School-Students; Humanistic-Education; Humanitarianism-; Migration-

DESCRIPTORS: *Citizenship-Education; *Cultural-Awareness; *Global-Education; *International-Law; *Refugees-; *Social-Studies

Adequate civic education must include attention to legal concepts and principles and accompanying issues arising from the mass international movement of peoples. Citizens must distinguish refugees and asylum seekers from more generalized images of illegal immigrants and migrant workers. Current civic educational reform does not address such issues systematically. (Author/SM)

ED393740

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Update on Law-Related Education, 1993-1995.

SPONSORING AGENCY: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

1995

Update-on-Law-Related-Education; v17-19 1993-95

ISSN-0147-8648

Available From: American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3313 ($25 per year).

525 p.; Published three times a year. For volumes 1-16 see ED 379 206. Support also received from the Fund for Justice and Education.

EDRS Price - MF02/PC21 Plus Postage.

DOCUMENT TYPE: Guides - Classroom - Teacher (052); Guides - Non-classroom (055); Collected Works - Serials (022)

TARGET AUDIENCE: Teachers; Administrators; Practitioners

DESCRIPTORS: Citizen-Participation; Civil-Law; Civil-Liberties; Conflict-Resolution; Criminal-Law; Cultural-Pluralism; Democratic-Values; Due-Process; Elementary-Secondary-Education; Environmental-Education; Federal-State-Relationship; Justice-; Legal-Aid; Public-Affairs-Education; Student-Rights; Teacher-Rights; Violence-

DESCRIPTORS: *Citizenship-Education; *Constitutional-Law; *Global-Approach; *Instructional-Materials; *Law-Related-Education; *United-States-History

IDENTIFIERS: American-Bar-Association

IDENTIFIERS: *United-States-Constitution

This document consists of 3 volumes (9 issues) of a serial devoted to law-related education (LRE) that offers background information on a wide range of legal issues as well as teaching strategies for LRE. Issues of the magazine focus on the law as it affects schools and young people. Seven of the nine issues are devoted entirely to a special theme. The seven themes are: (1) law in American history courses (v17 n2); (2) LRE and the global environment (v17 n3); (3) teachers' and students' civil rights (v18 n2); (4) the status of legal services to the poor (v18 n3); (5) legal issues and principles related to diversity in America (v19 n1); (6) violence associated with attending school (v19 n2);, and (7) federalism (v19 n3). The two remaining issues (v17 n1 and v18 n1) examine, in broad terms, the concept of justice. Many themes in constitutional law are featured. Some articles take a global perspective, evaluating law in various world cultures. Each issue proposes teaching methods that involve class discussions and collaborative learning, such as mock trials, simulated public and Congressional hearings, and other role playing exercises. Many of the lesson plans include student handouts. A cumulative index to the journal (v1-19 1977-1995) is contained v19 n3. (LH)

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ED393712
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
Law Day Stories: An Anthology of Stories about Lawyers, Lawmakers, and the Law.
1995
ISBN-1-57073-132-2
Available From: American Bar Association, Special Committee Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($10).
97 p.
EDRS Price - MF01/PC04 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Non-classroom (055)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Citizen-Participation; Citizenship-Education; Civics-; Civil-Law; Civil-Liberties; Civil-Rights; Constitutional-Law; Courts-; Criminal-Law; Due-Process; Elementary-Secondary-Education; Equal-Education; Equal-Protection; Ethnic-Discrimination; Legislators-; Racial-Discrimination; Racial-Segregation; Religious-Discrimination; Search-and-Seizure; Sex-Discrimination; Social-Studies; United-States-History
DESCRIPTORS: *Citizen-Role; *Constitutional-History; *Court-Role; *Justice-; *Law-Related-Education; *Lawyers-
IDENTIFIERS: American-Bar-Association; Bill-of-Rights; Supreme-Court; United-States-Constitution
IDENTIFIERS: *Law-Day
Dedicated to celebrating the importance of law in U.S. life, the 19 stories collected in this volume are about legislators who enact the law, judges who interpret it, and lawyers who practice it. The stories describe the contributions to the United States through the law of distinguished individuals, emphasizing the devotion of many lawyers to public service. The stories also explain landmark court cases that helped build, extend, and solidify the U.S. tradition of legal rights and responsibilities. The stories examine a wide variety of subjects, including: Pauli Murray's efforts to safeguard the civil rights of her fellow African Americans; Clarence Gideon's and Abe Fortas's struggle for the right to a free attorney for poor persons accused of a felony; the delayed acknowledgment of the constitutional rights of interned Japanese-Americans; Thomas Jefferson's brilliance as a young lawyer; the judicial and legislative efforts of Native Americans on behalf of their free exercise of religion; Thurgood Marshall's role the cessation of school segregation in Brown v. Board of Education; the Supreme Court's elaboration of the "exclusionary rule" as a measure to safeguard to Fourth Amendment's protection of citizens from unreasonable searches and seizures; and Ruth Bader Ginsburg's fight against sexual discrimination and her elevation to the Supreme Court. (LH)

ED394872
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
[First Amendment.]
1995
Update-on-the-Courts; v3 n3 p1-13 Spr 1995
ISSN-1066-0194
Available From: American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($2).
21 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Collected Works - Serials (022); Legal /Legislative /Regulatory Materials (090)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Churches-; Church-Role; Citizenship-Education; Civil-Law; Civil-Liberties; Civil-Rights; Constitutional-History; Democratic-Values; Freedom-of-Speech; Government-School-Relationship; Intellectual-Freedom; Religion-; Religious-Education; Secondary-Education; Social-Studies; Student-Rights; Teacher-Rights; Teaching-Methods
DESCRIPTORS: *Constitutional-Law; *Government-Role; *Law-Related-Education; *State-Church-Separation
IDENTIFIERS: American-Bar-Association; Bill-of-Rights; Supreme-Court
IDENTIFIERS: *First-Amendment; *United-States-Constitution
Two articles in this instructional newsletter elucidate rulings by the United States Supreme Court, Circuit Court of Appeals, and District Courts affecting state sponsored school prayer: (1) "First Amendment Prayer Pendulum"; (2) "First Amendment. Rosenberger v University of Virginia." The newsletter provides the facts of the cases, legal precedents, arguments presented by both sides, significance of the decisions, as well as suggestions for appropriate teaching methods. Articles cover the First Amendment issues of school prayer and public funding for student religious magazines through student activities fees. Teaching strategies for examining both of these issues, including student handouts, are provided. (LH)

ED350188
American Bar Association, Chicago, Ill.
Focus on Law Studies, 1990-91.
1991
Focus-on-Law-Studies; v6 n1-2 1990-91
30 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Collected Works - Serials (022)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Civil-Liberties; Constitutional-Law; Educational-Resources; Higher-Education; Political-Science; United-States-History
DESCRIPTORS: *Community-; *Law-Related-Education; *Liberal-Arts; *Teaching-Methods
IDENTIFIERS: Bill-of-Rights; United-States-Constitution
The fall 1990 issue includes essays that recapture some of the presentations and thinking of the 1990 American Bar Association annual conference on higher education, entitled "American Citizenship and the Constitution." The idea of community was a recurring theme of the conference, and is the focus of three essays included in the Fall 1990 issue: "Liberty and Community: Values in Tension" (Donald P. Kommers); " 'Our Town' or 'Twin Peaks': The Dark Side of Community" (Paul R. Joseph); and "Diversity and Citizenship" (Rachel F. Moran). This issue also includes the articles: "Against the Socratic Method: Fos-

tering Student Self-Confidence and Intellectual Independence" (Susan R. Burgess); "An Invitation to the Dance: A Reply to Professor Burgess" (Lief H. Carter); "Whatever Happened to...? A Look at York University Law and Society Graduates" (Jane Banfield Haynes); and "Supreme Court Justices in the Classroom: In Their Own Words" (Robert X. Browning; William P. McLauchlan). The spring 1991 issue contains the following articles: "Teaching Civil Liberties in the Bicentennial Year" (Joel B. Grossman); "Actively Engaging Students in Study about the Law" (Tom Sweeney); "Using Law as an Interpretive Framework for the Study of American History" (Shirley J. Burton); "Law, Literature, and Humanistic Study" (Robert J. Christopher); and "Enriching the Classroom through Alliances with the Local Bar and Other Community Groups." (DB)

ED344794

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Liberty: Constitutional Update. Bar/School Partnership Programs Series.

SPONSORING AGENCY: Department of Education, Washington, DC. Office of Law-Related Education.

[1988]

Available From: American Bar Association, 750 N. Lake Shore Dr., Chicago, IL 60611 ($1.00).

25 p.; For related documents, see EJ 335 155, and SO 020 368-378.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DOCUMENT TYPE: Guides - Classroom - Teacher (052)

TARGET AUDIENCE: Teachers; Practitioners

DESCRIPTORS: Class-Activities; Constitutional-Law; Curriculum-Enrichment; Elementary-Secondary-Education; Freedom-of-Speech; Learning-Activities; Lesson-Plans; Social-Studies; State-Church-Separation

DESCRIPTORS: *Citizenship-Education; *Civil-Liberties; *Law-Related-Education

IDENTIFIERS: American-Bar-Association; Bill-of-Rights; Religious-Freedom

IDENTIFIERS: *First-Amendment; *United-States-Constitution

This is the first of four special handbooks on constitutional themes. "The Idea of Liberty" (I. Starr) suggests that for teaching purposes, the First Amendment in the Bill of Rights is an excellent operating definition of liberty. "Introducing the First Amendment" (D. Sorenson) is a lesson plan for use with upper elementary and middle school students. "The Bill of Rights" (C. Yeaton; K. Braechel) is a lesson plan designed to introduce that document to students in grades 4-6. "Freedom of Speech" and "Freedom of Speech and Expression" (D. Greenawald) are lesson plans for grades 4-6 and 7-12 respectively, designed to teach students why freedom of speech is important in a democracy. "Come to the First Amendment Fair" (A. Blum) is a lesson plan for secondary students that focuses on the standards that may limit government in the free speech area. "Going beyond Darwin" (M. Croddy) examines legislation and court cases that have influenced what is taught in schools concerning evolution. "The Religious Guarantees" (National Archives), a lesson plan for use with secondary students, examines the two guarantees of the First Amendment that relate to religion. "Our Freedom to Assemble and Associate" (A. Blum), for use in grades 9-12, looks at these freedoms. "It's My Life" (J. D. Bloom), for use in secondary grades, focuses on governmental power. "Historical Foundations of Individual Liberties" (S. Jenkins), for grades 9-12, helps students understand how the historical antecedents of the Bill of Rights affect their daily lives. (JB)

ED387390

American Jewish Congress, New York, N.Y.

Religion in the Public Schools: A Joint Statement of Current Law.

1995

12 p.; For a related document, see SO 025 238. Reprinted by NASas "A Legal Memorandum" (November 1995).

EDRS Price - MF01/PC01 Plus Postage.

DOCUMENT TYPE: Opinion Papers (120)

TARGET AUDIENCE: Parents; Students; Teachers; Practitioners

DESCRIPTORS: Creationism-; Dress-Codes; Elementary-Secondary-Education; Released-Time; Religious-Holidays; School-Prayer; Teacher-Responsibility; Teacher-Rights; Values-Education

DESCRIPTORS: *Laws-; *Public-Schools; *Religion-; *State-Church-Separation

IDENTIFIERS: Religious-Freedom

Organizations that span the ideological, religious, and political spectrum stand together as they make this a statement of consensus on current law regarding religion in public schools. Each organization professes a commitment to the freedom of religious practice and the separation of church and state that such freedom requires. The statement is devised to aid parents, educators, and students. It offers a summary of current law on school prayer, including: official participation or encouragement of religious activities; teaching about religion; student assignments and religion; the distribution of religious literature; before and after school activities; religious persuasion versus harassment; the Equal Access Act; religious holidays; excusal from religiously-objectional lessons; teaching of values; student garb; and release time. Following the text is an appendix listing contact addresses for organizations associated with this statement. (LH)

ED387392

American Youth Policy Forum, Washington, DC.; Minnesota Univ., Minneapolis. Center for Democracy and Citizenship.; Rutgers, The State Univ., New Brunswick, NJ. Walt Whitman Center.

Civic Declaration: A Call for a New Citizenship. A New Citizenship Project of the American Civic Forum. An Occasional Paper of the Kettering Foundation.

SPONSORING AGENCY: Charles F. Kettering Foundation, Dayton, Ohio.

1994

Available From: Center for Democracy and Citizenship, Humphrey Institute, 301 19th Avenue, South, Minneapolis, MN 55455; Walt Whitman Center, Hickman Hall,
Rutgers University, New Brunswick, NJ 08903.
30 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Opinion Papers (120)
DESCRIPTORS: Citizen-Participation; Citizen-Role; Higher-Education; Law-Related-Education; Nationalism-; United-States-Government-Course
DESCRIPTORS: *Citizenship-Education; *Citizenship-Responsibility; *Civics-; *Democracy-; *Patriotism-; *Political-Science
This position paper asserts that citizens must reclaim responsibility for and power over public affairs. The New Citizenship calls on all people to reassert common agency and to repossess democratic institutions through popular sovereignty that is the root of democracy. The volume includes the following chapters: (1) "Background"; (2) "Call for a New Citizenship"; (3) "The Challenge"; (4) "The New Citizenship: Civic Stories"; (5) "From 'Me' to 'We': The Lessons of Civic Stories"; (6) "The American Civic Forum"; and (7) "About the 'Civic Declaration': Reflections of Civic Leaders." (EH)

ED388539
Armancas-Fisher,-Margaret; And-Others
Linking Law and Social Studies, Grades 9-12: An Interdisciplinary Approach with Social Studies, Science and Language Arts.
University of Puget Sound, Tacoma, WA. Inst. for Citizen Education in the Law.
SPONSORING AGENCY: Department of Education, Washington, DC.
1990
Available From: University of Puget Sound School of Law, Institute for Citizen Education in the Law, 950 Broadway Plaza, Tacoma, WA 98402-4470.
606 p.; For some related reports from this institute, see SO 025 101-105.
EDRS Price - MF03/PC25 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Instructional-Materials; Interdisciplinary-Approach; Secondary-Education; Teaching-Methods
DESCRIPTORS: *Citizenship-Education; *Language-Arts; *Law-Related-Education; *Science-Education; *Social-Studies
This curriculum guide offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into a variety of social studies courses. The guide begins with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section includes a description of the University of Puget Sound School of Law's Institute for Citizen Education in the Law (UPSICEL) and a history of this curriculum project. The lessons cover a broad range of legal issues including the environment, juvenile justice, property rights, rights of Native Americans, international relations, presidential impeachment, voting rights, immigration, crime, and even the future of law in outer space. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulation, political cartoons, group activities, games, and opinion polls. Each lesson plan specifies the source of the materials, the number of class periods, the need for resource persons, the objectives, and procedures. Most lessons provide student handouts. (JD)

ED388538
Armancas-Fisher,-Margaret; And-Others
Law-Related Education: Linking Language Arts and Social Studies.
University of Puget Sound, Tacoma, WA. Inst. for Citizen Education in the Law.
SPONSORING AGENCY: Department of Education, Washington, DC.
1993
Available From: University of Puget Sound School of Law, Institute for Citizen Education in the Law, 950 Broadway Plaza, Tacoma, WA 98402-4470.
267 p.; For some related reports from this institute, see SO 025 101-105.
EDRS Price - MF01/PC11 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Instructional-Materials; Interdisciplinary-Approach; Secondary-Education; Social-Studies; Teaching-Methods
DESCRIPTORS: *Citizenship-Education; *Language-Arts; *Law-Related-Education
This curriculum guide offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into a variety of social studies and language arts courses. The materials are designed for a secondary school audience, with adaptations included to make the materials work with "average" readers, fundamental readers, and limited English readers. A social studies and a language arts version are presented for each of the four units: criminal law, family law, environmental law, and individual rights. The guide begins with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section also includes a description of the University of Puget Sound School of Law's Institute for Citizen Education in the Law (UPSICEL) and a history of this curriculum project. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulations, group activities, opinion polls and journal writing. Each lesson plan includes the number of class periods, the need for resource persons, the objectives, procedures, and new vocabulary. The lessons include student handouts and modifications for limited-English speakers. (JD)

ED375061
Armancas-Fisher,-Margaret, Ed.; Gray,-Grayfred-B., Ed.
A Manual for Teaching Law Students To Teach Law. Project Director's Manual.
National Inst. for Citizen Education in the Law, Washington, DC.

SPONSORING AGENCY: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
1990
Available From: National Institute for Citizen Education in the Law, 711 G Street, S.E., Washington, DC 20003.
234 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Administrators; Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Higher-Education; Instructional-Materials; Intermediate-Grades; Law-Students; Legal-Education-Professions; Middle-Schools; Resource-Materials; Secondary-Education; Social-Studies
DESCRIPTORS: *Law-Related-Education
IDENTIFIERS: Street-Law
This manual is intended to serve as a resource book for law professors and program directors who would like to conduct a program for teaching law students to instruct the public in their areas of the law. Over 30 law schools nationwide offer credit or compensation to law students to teach in the community, primarily in high schools, but also in middle schools, prisons, and community organizations. Although based predominantly on the "Street Law" textbook, the programs may differ substantially from each other. For this reason, the manual is illustrative and does not suggest a single right way to conduct a program. The seven chapters of the manual cover key issues for street law programs, their basic features, the rationale for the programs, their structures, instructions for law students, evaluations of the instructors, and the administration of the programs. In the appendices, the manual presents detailed descriptions of several law school programs, sample syllabi for a law school seminar, lesson plans for a seminar, materials for use in instructing law students to teach, lesson plans that the law students may employ, and several lists of teaching resources. Emphasizing the several strategies that have proven successful, the manual provides an overview of the different models followed by law schools at Georgetown University, Temple University, and the University of Tennessee. (JD)

ED395865
Barnes,-Mary-Ellen; And-Others
Selling Addiction: A Workshop Kit on Tobacco and Alcohol Advertising. A Media Literacy Workshop Kit.
Center for Media and Values, Los Angeles, CA.
1992
ISBN-1-879419-05-X
Available From: Center for Media Literacy, 1962 S. Shenandoah Street, Los Angeles, CA 90034 (kit: $39.95; kit and video: $74.95).
69 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Alcohol-Education; Content-Analysis; Drug-Education; Elementary-Secondary-Education; Health-Education; Health-Promotion; Law-Related-Education; Media-Research; Prevention-; Propaganda-; Salesmanship-; Smoking-; Social-Influences; Substance-Abuse; Tobacco-
DESCRIPTORS: *Advertising-; *Alcoholism-; *Drinking-; *Drug-Addiction; *Mass-Media-Effects; *Mass-Media-Role
This kit consists of: (1) a leader's guide; (2) an 18-minute videotape containing three 6-minute discussion starter segments analyzing typical commercials and advertising techniques; (3) a special issue of "Media Values" magazine on the theme "Fatal Attraction: The Selling of Addiction"; (4) an 8-page booklet "Awareness to Action: Media Literacy for the '90s"; (5) a 30-minute video "Consumer Seduction: From Romance to Reality." This packet is designed for use in awareness workshops of how advertising encourages the use and abuse of the two legal drugs, alcohol and tobacco. Constructed for use in two 2-hour sessions, in two consecutive weeks, the activities allow time for ideas from the workshop to be "tried out" at home. In the workshop process, participants identify and develop strategies for breaking the media/addiction link. The two sessions include: (1) "How They Get You Hooked"; and (2) "How They Keep You Hooked." Readings, handouts and follow-up suggestions are included in the packet. (EH)

EJ522272
Berman,-Sheldon
A Guiding Framework for Character Education.
1996
Update-on-Law-Related-Education; v20 n1 p36-39 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizenship-Education; Citizenship-Responsibility; Elementary-Secondary-Education; Law-Related-Education; Moral-Values; School-Role; Social-Development; Social-Values; Values-Clarification; Values-Education
DESCRIPTORS: *Empathy-; *Ethical-Instruction; *Moral-Development; *Self-Control; *Social-Cognition; *Social-Responsibility
IDENTIFIERS: Etzioni-Amitai
Postulates a connection between character education and social responsibility. Identifies the two essential skills necessary for character development as empathy and self-discipline. Discusses the role these play in developing a social conscience. (MJP)

EJ507489
Bjorklun,-Eugene-C.
Teaching about Personal Injury Law: Activities for the Classroom.
1995
Social-Studies; v86 n2 p78-84 Mar-Apr 1995
ISSN-0037-7996
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners

BEST COPY AVAILABLE

DESCRIPTORS: Citizenship-Education; Class-Activities; Court-Role; Courts-; Laws-; Lawyers-; Secondary-Education; Teaching-Methods
DESCRIPTORS: *Court-Litigation; *Educational-Strategies; *Law-Related-Education; *Learning-Activities; *Social-Studies; *Torts-
IDENTIFIERS: American-Bar-Association; National-Council-for-the-Social-Studies
IDENTIFIERS: *Personal-Inquiry-Law
Maintains that law-related education provides the four basic components of social studies: (1) knowledge; (2) skills; (3) values; and (4) participation. Presents five teaching activities about personal injury law. Provides hypothetical situations and discusses how they probably would be decided in the courts. (CFR)

EJ522265
Blum,-Ann
Consciences, Compasses, Codes, and Common Principles. Teaching Strategy.
1996
Update-on-Law-Related-Education; v20 n1 p12-16 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Responsibility; Cultural-Background; Government-Role; Law-Related-Education; Lesson-Plans; Secondary-Education; Social-Integration; Social-Values; Values-Education
DESCRIPTORS: *Beliefs-; *Citizenship-Education; *Ethical-Instruction; *Moral-Values; *Social-Responsibility; *Values-Clarification
IDENTIFIERS: Golden-Rule
Describes a lesson plan that examines the needs and benefits of moral behavior standards that extend beyond the strictly "legal." Procedures include a guided discussion concerning legal but reprehensible actions (participating in destructive gossip). Informative handouts precede moving the discussion to a more global perspective. (MJP)

ED398086
Bodine,-Richard-J.; And-Others
Creating the Peaceable School. A Comprehensive Program for Teaching Conflict Resolution. Program Guide.
1994
ISBN-0-87822-346-0; ISBN-0-87822-350-9
Available From: Research Press, 2612 North Mattis Avenue, Champaign, IL 61821 (Program Guide: ISBN-0-87822-346-0, $35.95; Student Manual: ISBN-0-87822-350-9, $14.95).
362 p.
Document Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051)
TARGET AUDIENCE: Teachers; Administrators; Practitioners; Students
DESCRIPTORS: Communication-Thought-Transfer; Discipline-; Elementary-Education; Instructional-Materials
DESCRIPTORS: *Citizenship-Education; *Conflict-Resolution; *Law-Related-Education; *Social-Studies
IDENTIFIERS: *Peer-Mediation
This program guide for the elementary and middle school levels contains the student manual which is also published separately. Through the strategies of mediation, negotiation, and group problem solving, students learn to recognize, manage, and resolve conflict in peaceful, noncoercive ways. While accepting conflict as a natural everyday consequence of the human search for belonging, power, freedom, and fun, the strategies described help learners realize the choices that they face in conflict situations and enable them to resolve conflicts with confidence and independence. The book elucidates a vision of a peaceable climate, an understanding of conflict and of peace, and the means of resolution through communication. To foster mediation and group problem solving, the volume describes a six-step process: (1) agreeing to mediate, and accepting ground rules; (2) gathering points of view; (3) focusing on interests; (4) creating win-win options; (5) evaluating options; and (6) creating an agreement. For each chapter, the guide provides lesson plans and ideas for interactive student exercises. The appendices explain how to implement a mediation program, including advice on changing school disciplinary rules, the selection and training of mediators, and program logistics. Sample mediator contracts and parental permission forms, an annotated bibliography of children's literature, and simulations are provided. Contains 20 references. (JD)

EJ522268
Boyd,-Stephen-M.
Character Education, the U.S. Constitution, and the U.S. Supreme Court.
1996
Update-on-Law-Related-Education; v20 n1 p23-25 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Information Analyses - General (070); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizenship-Education; Citizenship-Responsibility; Constitutional-Law; Court-Litigation; Elementary-Secondary-Education; Government-School-Relationship; Religious-Factors; School-Community-Relationship; Social-Responsibility; Social-Values; State-Church-Separation; Values-Clarification
DESCRIPTORS: *Controversial-Issues-Course-Content; *Ethical-Instruction; *Law-Related-Education; *Moral-Values; *School-Role; *Values-Education
IDENTIFIERS: Supreme-Court; United-States-Constitution
Considers the twin legal questions of, constitutional support for, and challenges against, character education in public schools. Discovers a number of court cases establishing precedence for character education. Appraises the legal efficacy of constitutional challenges and finds them wanting. (MJP)

EJ522263
Boyer,-Ernest-L.
The Commitment to Character: A Basic Priority for Every School.
1996
Update-on-Law-Related-Education; v20 n1 p4-8 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizenship-Responsibility; Elementary-Secondary-Education; Interpersonal-Competence; Law-Related-Education; Moral-Development; Quality-of-Life; Socialization; Social-Responsibility; Values-Clarification; Values-Education
DESCRIPTORS: *Citizenship-Education; *Ethical-Instruction; *Moral-Values; *School-Role; *Social-Development; *Social-Values
IDENTIFIERS: Bennett-William-J; Coles-Robert
Endorses the movement, popular among parents and teachers, for implementing ethical instruction in the K-12 curriculum. Discusses the needs and benefits of such instruction. Examines the question of "whose values" are to be taught, and arrives at a consensus of core values, including honesty, compassion, self-discipline, and respect. (MJP)

ED346000
Brady,-Sheila; And-Others
It's Yours: The Bill of Rights. Lessons in the Bill of Rights for Students of English as a Second Language.
Constitutional Rights Foundation, Chicago, IL.
SPONSORING AGENCY: Commission on the Bicentennial of the United States Constitution, Washington, DC.
1991
Available From: Constitutional Rights Foundation Chicago, 407 South Dearborn, Suite 1700, Chicago, IL 60605.
113 p.; A title variation occurs between cover and title page.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Citizenship-Responsibility; Constitutional-History; Elementary-Secondary-Education; Instructional-Materials; Skill-Development; Social-Studies; Teaching-Methods; Thinking-Skills
DESCRIPTORS: *Citizenship-Education; *Civil-Liberties; *Constitutional-Law; *English-Second-Language; *Immigrants-; *United-States-History
IDENTIFIERS: *Bill-of-Rights
This curriculum presents lessons and materials designed to teach immigrant students their rights and responsibilities under the U.S. legal system. The lessons employ interactive strategies, and develop higher order thinking skills as they foster English language learning. The curriculum contains eight units: (1) "Roots of Rights: Introduction to the Bill of Rights"; (2) "Free Speech, Assembly, Press: Freedom of Speech; Freedom of Press; Freedom of Assembly; Freedom to Petition Government"; (3) "Freedom to Believe: Freedom of Religion"; (4) "It's about Privacy: Freedom from Unreasonable Search and Seizure"; (5) "Rights of the Accused: Right to a Lawyer; Right to Trial by Jury; Protection Against Cruel and Unusual Punishment"; (6) "Equal Protection Under the Laws: Equal Rights"; (7) "The Bill of Rights and Your Body: Right to Privacy"; and (8) "The Right to Vote: Right to Vote and Participate." The Universal Declaration of Human Rights and the Extended Bill of Rights are appended. (DB)

ED392737
Branson,-Margaret-Stimmann
The Human Rights Challenge.
Center for Civic Education, Calabasas, CA.
1996
Available From: Council for Citizenship Education, Russell Sage College, Troy, NY 12180.
14 p.; Paper presented at the International Conference on Making Democracy Work (Bonn, Germany, October 1-6, 1995).
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Opinion Papers (120)
DESCRIPTORS: Civil-Law; Civil-Rights-Legislation; Freedom-; Global-Approach; Humanism-; Humanization-; International-Cooperation; International-Law; World-Affairs; World-Problems
DESCRIPTORS: *Civil-Liberties; *Human-Dignity; *International-Relations
IDENTIFIERS: International-Bill-of-Rights; Nongovernmental-Organizations
IDENTIFIERS: *United-Nations
World reaction to the 1995 release from house arrest of Aung San Suu Kyi, leader and founder of the major opposition party in Burma (now Myanmar), indicates significant change in international relations, specifically in the international political system. The total sovereign states today (249) have increased, as have system "rules" relating to human rights. The concept of human rights was introduced in the 17th century; until World War II, citizens' liberties were considered the bailiwick only of their respective nations; no nation was to interfere with another's administration of rights. The United Nations (UN), created in 1945, was the first manifestation of the idea that a nation's treatment of its citizens should concern the rest of the world. The original member states agreed that "human rights and fundamental freedoms" should be a high priority. The UN, regional human rights regimes, and nongovernmental organizations primarily have been responsible for monitoring and administering human rights in the international community. Many critics have expressed disappointment with the UN's attempts to establish and enforce human rights. Regional rights organizations in Western Europe, however, have enjoyed several successes in this realm; African, Asian, and Middle Eastern regimes have seen limited success. It is generally agreed that nongovernmental organizations have achieved the most. Despite accomplishments in human rights, no proclamation, international court, or commission can guarantee that human rights will be upheld. This prompts the question: do bills or declarations of rights really matter? The question should be at the core of civic education for democracy and liberty. Contains 34 references. (LAP)

ED387433
Branson,-Margaret-Stimmann
What Does Research on Political Attitudes and Behavior Tell Us about the Need for Improving Education for Democracy?
Center for Civic Education, Calabasas, CA.
1994
21 p.; Paper presented at the International Conference on Education for Democracy (Malibu, CA, October, 1994).
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Speeches /Meeting Papers (150); Opinion Papers (120)
DESCRIPTORS: Elementary-School-Curriculum; Elementary-Secondary-Education; Law-Related-Education; Research-; Secondary-School-Curriculum; Social-Studies
DESCRIPTORS: *Democracy-; *Education-; *Political-Attitudes

This paper is an assessment of recent research on U.S. political attitudes, beliefs, and behaviors and what it says about the need to improve education for democracy. The assessment examines three surveys: (1) the annual Phi Delta Kappa/Gallup survey that looks at attitudes toward public schools; (2) the annual "The American Freshman" report on attitudes and behaviors of first-time, full time students attending U.S. colleges and universities; and (3) the most recent survey of the Times Mirror Center for the People and the Press on the beliefs and behaviors of people that underlie political labels and drive political action. Research discussed also includes "The Harwood Study," which analyzes 10 focus group discussions with citizens from cities around the country, Richard Brody's examination of the effect on political tolerance of the "We the People..." curriculum, and a University of Minnesota curriculum program that concurs with Brody's view that "political tolerance can be taught." The paper concludes with the view that current research shows that education for democracy should be a priority not only in the United States, but throughout the world. Further, more and better research is needed to learn how best to educate for democracy. (LH)

ED394874
Breck,-Judy, Ed.
The New York City Mentor Handbook. Tenth Anniversary Edition.
Federal Bar Council, New York, NY.; New York Alliance for the Public Schools, New York, NY.; New York City Board of Education, N.Y.
1991
Available From: New York City Mentor Program, c/o Martin Luther King, Jr. High School, 122 Amsterdam Avenue, New York, NY 10023.
47 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Guides - Non-classroom (055)
TARGET AUDIENCE: Teachers; Administrators; Community; Practitioners
DESCRIPTORS: Citizenship-Education; Secondary-Education; Social-Studies
DESCRIPTORS: *Citizen-Participation; *Civics-; *Law-Related-Education; *Lawyers-; *Mentors-

This Handbook presents a description of the New York City Mentor program. It is designed to provide guidelines for the participating schools and law firms as well as an explanation of the program for potential participants. The program pairs law firms, solo practitioners, and corporate legal departments with public high schools. Lawyers visit classes, assist in court trips, and have students visit their law firm, enabling students to see first-hand the inner-workings of a firm. Lawyers serve as role models and expose students to all law-related professions. The handbook provides a summary of the basic four-event Mentor program as well as of the activities and achievements of the lawyers, students, teachers, judges, and school officials involved the New York City and other Mentor programs around the country. (LH)

ED386402
Bretherton,-Di; And-Others
Conflict Resolution in Children. Peace Education Miniprints No. 72.
Lund Univ. (Sweden). Malmo School of Education.
1995
ISSN-1101-6418
Available From: R&D Group, Preparedness for Peace, School of Education, Box 23501, S-200 45 Malmo, Sweden.
18 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Reports - Evaluative (142)
DESCRIPTORS: Conflict-; Decision-Making; Elementary-Secondary-Education; Extended-School-Day; Foreign-Countries; Interpersonal-Communication; Problem-Solving; Secondary-School-Students; Social-Control
DESCRIPTORS: *Adolescents-; *After-School-Programs; *Conflict-Resolution; *Peace-
IDENTIFIERS: *Peace-Education

As concern with the level of violence in society increases, this document suggests one approach to reducing violence is to develop nonviolent conflict resolution programs to provide people with the skills to solve problems collaboratively. These programs also may encourage people to refocus the way they experience conflict in their lives. They teach that conflict is a necessary component for growth and can lead to shared understandings, when dealt with in a positive way. This paper considers two programs that help adults teach conflict resolution skills to children. "Dealing with Conflict" is a 10 week course for adolescents that is normally run in a classroom setting. "Afters" is a program for younger children that is designed for after school care settings. (RJC)

EJ520842
Brown,-Hank; And-Others
Perspectives on Current Issues.
1995
Update-on-Law-Related-Education; v19 n3 p20-28 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Information Analyses - General (070); Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners

DESCRIPTORS: Block-Grants; Compliance-Legal; Court-Role; Federal-Aid; Federal-Legislation; Federal-Regulation; Governmental-Structure; New-Federalism; Public-Policy; Secondary-Education; Social-Studies; State-Courts
DESCRIPTORS: *Court-Litigation; *Federalism-; *Federal-State-Relationship; *Government-Administrative-Body; *Government-Role; *State-Legislation
IDENTIFIERS: Federal-Preemption; Unfunded-Mandates-Reform-Act-of-1995
Encapsulates several brief articles providing perspectives from the states, the 104th Congress, the Supreme Court, and the White House. Issues covered include the Unfunded Mandates Reform Act and the White House attempts to reduce the federal workforce. Authors include Hank Brown, Rita G. Koman, James L. Martin, and Joseph R. Marbach. (MJP)

ED384540
Butts,-R.-Freeman
The Civic Mission in Educational Reform. Perspectives for the Public and the Profession. Education and Society Series.
1989
ISBN-0-8179-8772-X
Available From: Hoover Institution Press, Stanford University, Stanford, CA 94305-6010 (paperback: ISBN-0-8179-8772-X, $22.95; clothbound:
ISBN-0-8179-8771-1, $32.95).
361 p.
Document Not Available from EDRS.
DOCUMENT TYPE: Books (010); Opinion Papers (120)
DESCRIPTORS: Core-Curriculum; Educational-History; Higher-Education; Law-Related-Education; Multicultural-Education; Political-Science; Secondary-Education; Teacher-Education; United-States-Government-Course
DESCRIPTORS: *Citizenship-Education; *Civics-; *Educational-Change
This study stresses the need to improve the quality of civic education at all levels within the educational system in the United States. The book provides a theory for the practice of citizenship that enlists the support of a broad spectrum of the diverse ethnic, linguistic, and religious groups that must live and work together. The volume contends that the civic mission of education can be served best if schools concentrate on those civic values that citizens hold in common. This core of shared beliefs would then be supported by differing groups whose values are grounded in their own particular theology, moral law, or natural law without imposing those grounds of faith or belief on others, especially not through a powerful centralized government. The book illustrates that the theme of citizenship could become a binding and revivifying element in a common core of studies, giving a scholarly foundation to moral and civic education and providing a common ground for the pluralistic society that has contributed to the unique fabric of life. Part 1 provides historical perspective on the changing roles of families, schools, and communities in education for citizenship; on the competing claims of civic cohesion, pluralism, and modernization; and on the diminishing role of civic purpose in public schooling. Part 2 discusses the attempts to revitalize the civic mission of education in recent decades, not only in the schools but in the liberal and professional education of all teachers and administrators. (RJC)

ED386634
Cassell,-Joan-R.
Improving Self-Control in Upper Elementary Students through a Program of Character, Civic, and Social Education.
1995
61 p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
DOCUMENT TYPE: Dissertations /Theses - Practicum Papers (043)
DESCRIPTORS: Adolescent-Development; Attitude-Change; Behavior-Change; Behavior-Modification; Behavior-Problems; Child-Behavior; Counseling-; Curriculum-Development; Emotional-Development; Grade-4; Grade-6; Intermediate-Grades; Interpersonal-Communication; Intervention-; School-Counseling; Student-Behavior
DESCRIPTORS: *Behavior-Development; *Citizenship-Education; *Elementary-School-Students; *Guidance-Programs; *Moral-Development; *Self-Control
This practicum was designed to improve students' ability to determine appropriate behavior for various places within the school and to learn self-control to comply with expectations. Specifically, the practicum intended to decrease the number of referrals to administrators and the counselor for out-of-control student behavior and decrease the number of observable out-of-control behaviors in the cafeteria, library, and playground. Students involved in the program included 237 4th and 6th graders. "We the People" text was used to include lessons on citizenship. Focus was placed on one positive character trait and one social skill each month. The program was enriched through role-play, debates, and literature. Upon completion of the implementation, analysis of the data revealed a 34% decrease in the number of administrative referrals, and a 49% decrease in observable out-of-control behaviors. The data was analyzed through a comparison of the results of systematic collection and categorization of administrative and counselor referrals before and after implementation and through comparison of the frequency of behaviors before and after implementation. The instrument used for observation was an observation frequency chart. (Author/JBJ)

ED395884
Caywood,-Stephanie; And-Others
Citizen Stories: Democracy and Responsibility in American Life. Guide for the Instructor.
Close Up Foundation, Arlington, VA.
1991
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (32-minute videotape and this Guide: $39.95).
26 p.; A joint production with the Smithsonian Institution. Videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)

TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-; Civics-; Community-Involvement; Democratic-Values; Elementary-Secondary-Education; Instructional-Materials; Law-Related-Education; Learning-Activities; Social-Change; Social-Studies; Social-Values; Teaching-Methods; Thinking-Skills
DESCRIPTORS: *Citizen-Participation; *Citizen-Role; *Citizenship-Education; *Citizenship-Responsibility; *Community-Change; *Social-Problems
IDENTIFIERS: Close-Up-Program

The teaching guide and the videotape it complements are designed to help students define and discuss civic responsibilities. The thirty-two minute videotape takes a case-study approach toward understanding civic responsibility. The video identifies some of the attitudes and feelings people have towards problems in American society and then gives examples of ways to address concerns in the community. It shows five positive examples of people participating in American democracy. Each of the five stories shows how one individual identified a problem in his or her community, decided to address the problem, and by using his or her own resources, successfully made an impact on the community and even the country. The teacher's guide is composed of four activities, each of which emphasizes a different aspect of civic responsibility. The activities are: (1) "What is Civic Responsibility?" (2) "Social Movements in the United States"; (3) "Citizen Stories"; and (4) "Community Service." The activities involve either class discussions or small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

EJ520837
Chemerinsky,-Erwin
The Rehnquist Court and the Tenth Amendment.
1995
Update-on-Law-Related-Education; v19 n3 p7-8 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Information Analyses - General (070); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Block-Grants; Compliance-Legal; Court-Litigation; Elementary-Secondary-Education; Federal-Aid; Federalism-; Federal-Legislation; Federal-Regulation; Government-Administrative-Body; Liberalism-; New-Federalism; Public-Policy; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Conservatism-; *Constitutional-Law; *Court-Judges; *Court-Role; *Federal-State-Relationship; *Government-Role
IDENTIFIERS: Rehnquist-William; Supreme-Court; Tenth-Amendment

Examines several recent decisions of the more conservative and constructionist Rehnquist Supreme Court. Discusses those judgements that challenge the regulatory power of the federal government. In separate cases concerning mandatory retirement of state judges and regulating toxic waste clean-up, the high court ruled in favor of state control. (MJP)

ED396989
Chistolini,-Sandra
From the European to Worldwide Idea of Education.
1994
11 p.; Paper presented at the Annual Meeting of the Comparative Education Society in Europe (Copenhagen, Denmark, June 26-30, 1994).
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Speeches /Meeting Papers (150); Opinion Papers (120)
DESCRIPTORS: Citizenship-; Ethnic-Studies; Foreign-Countries; International-Relations; Law-Related-Education; World-Problems
DESCRIPTORS: *Citizenship-Education; *Cultural-Pluralism; *Ethnic-Groups; *Racial-Discrimination; *Racial-Integration
IDENTIFIERS: Europe-

This paper presents arguments for a worldwide perspective on contemporary education, and underlines the cultural necessity of widening directions of studies in comparative education. The paper is divided into seven parts, including: (1) "Introduction"; (2) "Multiculturalism and Antiracism as Pedagogical Necessity"; (3) "Assimilation or Education"; (4) "Complexity of Integration"; (5) "Social Processes and Styles of Teaching"; (6) "Toward an Unconfined Concept of Education"; and (7) "References." In recent years society has been facing introverted politics, fearful social relations, and individual and collective actions against ethnic minorities. These facts are clearly in contradiction with democratic ideals and must be addressed. Societal realities call on experts and scientists to restate their theoretical premises in a way that teachers, children, and parents have opportunities to find, within themselves, what to think, what to believe, and what to do for a better social life. (Contains 30 references.) (EH)

ED388589
Cleary,-Marie, Ed.
Teaching Classical Political Theory and the U.S. Constitution in High School Latin and Social Studies.
SPONSORING AGENCY: College of the Holy Cross, Worcester, Mass.; National Endowment for the Humanities (NFAH), Washington, D.C.
1990
Available From: Five Colleges, Inc., Box 740 Amherst, MA 01004 ($5 plus postage, make checks payable to Holy Cross College).
61 p.; Developed from 1988 summer institute "Polis" and "Res Publica": Classical Political Theory and the U.S. Constitution.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: High-Schools; United-States-History
DESCRIPTORS: *Classical-Literature; *Curriculum-Enrichment; *Interdisciplinary-Approach; *Latin-; *Social-Studies
IDENTIFIERS: *United-States-Constitution

High school teachers of social studies and Latin can use the lessons in this guide to convey to students a deeper appreciation of the U.S. Constitution and simultaneously restore an awareness of the relevance of the classics to most human and political questions. Each adaptable plan is intended to supplement or complement a course in social studies (world, Western, U.S. history and government) or Latin (beyond introductory) or both. This booklet contains five lesson plans. The lessons are: (1) "A Team Approach: The Classical Concept of Civic Virtue in the Modern World"; (2) "Classical Education in Early America"; (3) "'Virtus' and 'Pietas': Foundations of Citizenship in a Republic"; (4) "Tiberius: Touchstone of Tyranny? (A Research/Role Playing Unit for Latin II)"; and (5) "Milestones in Ancient and Modern Western Thought." Each lesson plan suggests subject areas and grade levels where it can be used effectively, length of units, list of assigned readings, an introduction to the lesson by its developer, and a description of the teaching plan. The appendices contain a synopsis of institute lectures and readings; a bibliography of required institute readings (16 items) and of selected secondary literature on themes related to the institute (170 items); brief biographies of seven classical writers noted for political thought; and, a list of four recent textbooks on teaching the classics. (LH)

ED395877
Close Up Foundation, Arlington, VA.
Democracy and Rights: One Citizen's Challenge. Guide for the Instructor.
1988
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (30-minute videotape and this Guide: $50).
20 p.; Matching videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizen-Participation; Civil-Liberties; Constitutional-History; Demonstrations-Civil; Discriminatory-Legislation; Federalism-; Racial-Integration; United-States-History
DESCRIPTORS: *Citizen-Role; *Citizenship-Education; *Constitutional-Law; *Democratic-Values; *Law-Related-Education; *Racial-Segregation
IDENTIFIERS: Close-Up-Program; United-States-Constitution
This teacher's guide is designed to accompany the videotape "Democracy and Right's: One Citizen's Challenge." The videotape takes a case-study approach toward understanding rights. It examines the story of Ernest Green, one of nine black students who helped integrate Central High School in Little Rock, Arkansas in 1957. Green's case illuminates principles of constitutional rights. The goals of the videotape and teacher's guide are to: (1) improve student understanding of what rights are, where they come from, and how they are enforced; (2) examine in-depth one person's struggle to attain the right to a free and equal education; and (3) increase student awareness of their role in maintaining their rights in a democratic society. The guide contains three activities that involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts under study. (LH)

ED395855
Constitutional Rights Foundation, Chicago, IL.
Service Learning in the Social Studies.
SPONSORING AGENCY: Commission on National and Community Service, Washington, DC.
[1994]
Available From: Constitutional Rights Foundation Chicago, 407 South Dearborn, Suite 1700, Chicago, IL 60605.
14 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Active-Learning; Community-Programs; Community-Relations; Community-Services; Law-Related-Education; Public-Affairs-Education; Public-Policy; Secondary-Education; Social-Responsibility
DESCRIPTORS: *Citizen-Participation; *Citizenship-Education; *Civics-; *School-Community-Relationship; *Service-Learning; *Social-Studies
This booklet describes the relationship of service learning to the social studies and examines public policy issues as a crucial step in the service learning process. Service learning is defined and explained using the ACT (Active Citizenship Today) approach whereby students: (1) define and focus on their community; (2) research community problems, select one, and research it more fully; (3) analyze and evaluate public policies related to the problem; (4) design and implement a service project to address the problem; and (5) reflect upon and evaluate the process. Student handouts are included, as well as a resource list for further information. (EH)

ED393783
Constitutional Rights Foundation, Chicago, IL.; Constitutional Rights Foundation, Los Angeles, Calif.
The Drug Question: The Constitution and Public Policy. Teacher's Guide.
SPONSORING AGENCY: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
1990
Available From: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005.
17 p.; For related student text, see ED 364 462.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Civics-; Elementary-Secondary-Education; Government-Role; Illegal-Drug-Use; Instructional-Materials; Law-Enforcement; Learning-Activities; Social-Problems; Social-Studies
DESCRIPTORS: *Civil-Liberties; *Constitutional-Law; *Drug-Abuse; *Law-Related-Education; *Public-Policy; *Teaching-Methods

IDENTIFIERS: Constitutional-Rights-Foundation; Fourth-Amendment
IDENTIFIERS: *United-States-Constitution
This teacher's guide complements the student text's presentation of lesson plans on the subject of illegal drug use. The booklet begins with an explanation of the benefits of law-related education (LRE) for democratic education. The guide then outlines suggestions for handling controversy; directing discussion; organizing cooperative and small group learning; infusing simulations and role-playing into the curriculum; and utilizing resource experts in the classroom. Each unit includes specific purposes, objectives, time requirements, resources, and procedures for each of the six lesson plans. Each lesson plan includes readings, discussion questions, and other activities teachers can use to help students understand the problems and legal issues surrounding drug abuse and the government's role in seeking solutions. Units include: (1) "Problems and Proposals"; (2) "Views You Can Use: Assessing Public Opinion"; (3) "The Fourth Amendment and the Exclusionary Rule"; (4) "Drugs and the Courts: Applying the Exclusionary Rule"; (5) "The State Legislative Process: Formalizing Policy through Law"; and (6) "Making Public Policy Work: The Community and the Individual." (LH)

ED385905
Cook,-James
Conflict Management—Setting the Tone for School Safety.
1995
9 p.; Paper presented at the Winter Symposium of the California League of Middle Schools and California League of High Schools (San Leandro, CA, January 1995).
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Speeches /Meeting Papers (150); Reports - Evaluative (142); Guides - Non-classroom (055)
DESCRIPTORS: Elementary-Secondary-Education; Intervention-; Organizational-Climate; Problem-Solving; Social-Control; Violence-
DESCRIPTORS: *Conflict-Resolution; *Educational-Environment; *Program-Development; *School-Safety; *Student-Participation
Unsafe conditions in schools impede student learning. This paper describes how an effective conflict-management program can help to create a safe school environment. Such a program should be considered essential to an overall school-safety plan, not regarded as an adjunct to the plan. An effective conflict-management program gives students a feeling of true ownership; utilizes a proactive approach based on a shared vision; and focuses on the problem, rather than a person's character. The program relies on student input, which can take the form of student-run courts, and promotes school pride, which can be developed through an orientation program. Five keys for establishing a conflict-management program are: (1) procure faculty support and involvement; (2) select student leaders from all groups to serve as conflict managers; (3) provide comprehensive, hands-on training; (4) conduct regular supervision and evaluation; and (5) designate a dynamic and public-relations-oriented director. Common obstacles include a lack of respect, the abuse of class time, and the lack of adequate supervision. Steps in initiating a conflict-management program include conducting a needs-assessment survey, a faculty presentation, training, school education, and an opening day. (LMI)

EJ520845
Cooper,-Charles-J.; Schwartz,-Herman
Matters of Debate.
1995
Update-on-Law-Related-Education; v19 n3 p35-37 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Block-Grants; Compliance-Legal; Court-Litigation; Court-Role; Federal-Aid; Federal-Legislation; Federal-Regulation; Governmental-Structure; New-Federalism; Public-Policy; Secondary-Education; Social-Studies; State-Courts; States-Powers
DESCRIPTORS: *Constitutional-Law; *Federalism-; *Federal-State-Relationship; *Government-Administrative-Body; *Government-Role; *State-Legislation
IDENTIFIERS: Commerce-Clause; Tenth-Amendment
Presents opposing viewpoints on federalism and state sovereignty. Charles J. Cooper argues for states powers based on a constructionist interpretation of the constitution. Herman Schwartz maintains that the national economy is so tightly intertwined, and the protection of civil liberties is too great to leave these functions to the states. (MJP)

ED385816
Cowan,-David; And-Others
Teaching the Skills of Conflict Resolution: Activiities and Strategies for Counselors and Teachers.
1992
ISBN-1-56499-009-5
Available From: Innerchoice Publishing, P.O. Box 2476, Spring Valley, CA 91979 ($18.95).
186 p.
Document Not Available from EDRS.
DOCUMENT TYPE: Guides - Non-classroom (055)
TARGET AUDIENCE: Counselors; Teachers; Practitioners
DESCRIPTORS: Active-Learning; Conflict-; Decision-Making; Discovery-Learning; Elementary-Education; Problem-Solving; Thematic-Approach
DESCRIPTORS: *Activity-Units; *Conflict-Resolution; *Learning-Activities
This book is a developmental and sequential program of activities designed for grades K-8 to: (1) build a base of awareness, understanding, and skills required for conflict prevention and resolution; (2) give students practice using a variety of strategies for managing and resolving conflict; (3) create opportunities for students to apply those strategies to real-life problems and conflicts; and (4) encourage students to transfer their learning to the resolution of issues and conflicts in the family, community, nation, and world. Thematic units begin with a brief introduction summarizing the outcomes targeted by the activities in the unit, and are followed by a section entitled, "Litera-

ture Connections," which lists the titles of thematically related children's literature. Units include, "Respecting Similarities and Differences," "Understanding and Controlling Feelings," "Communicating Effectively," "Cooperation and Teambuilding," "Strategies for Resolving Conflict," "Using the Tools of Conflict Resolution," and "Putting It All Together." Other chapters provide information on how to use the book most effectively and instructional strategies, including a focus on the use of the "Sharing Circle," a small group discussion process. Additional activities include role plays, discussions, experiments, simulations, and reproducible activity sheets. (JBJ)

ED395854
Creighton,-Allan; Kivel,-Paul
Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents.
Battered Women's Alternatives, Concord, CA.; Oakland Men's Project, Oakland, CA.
SPONSORING AGENCY: California State Office of Criminal Justice Planning, Sacramento.; San Francisco Foundation, Calif.
1992
ISBN-0-89793-116-5
Available From: Hunter House Inc., Publishers, P.O. Box 2914, Alameda, CA 94501-0914 (paperback: ISBN-0-89793-116-5, $14.95; spiralbound:
ISBN-0-89793-115-7, $17.95).
171 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Non-classroom (055)
TARGET AUDIENCE: Teachers; Counselors; Parents; Community; Practitioners
DESCRIPTORS: Age-Discrimination; Battered-Women; Homosexuality-; Instructional-Materials; Law-Related-Education; Multicultural-Education; Racial-Discrimination; Secondary-Education; Sex-Bias; Social-Control; Social-Discrimination; Teaching-Methods
DESCRIPTORS: *Child-Abuse; *Conflict-Resolution; *Power-Structure; *Sexual-Abuse; *Victims-of-Crime; *Violence-
This guide provides information and teaching strategies for adults to support young people who want to make choices and resolve conflicts using alternatives to violence. Although the material is primarily designed for teachers and counselors, the guide is designed to help assist all adults, especially parents. The premise of the book is that individual acts of violence are actually expressions of much broader patterns of social violence and that social violence is an expression of long-standing power imbalances between "have" and "have not" groups in society. To prevent violence or to intervene in it effectively, the guide asserts, people must turn their attention to rectifying the imbalances that motivate the violence. The guide is divided into six sections: (1) general issues for adults to consider in work with youth; (2) theory about age, gender, and race-related power imbalances which cause violence; (3) techniques for liberatory teaching; (4) a curriculum for teaching young people about violence and violence prevention; (5) suggestions for training other adults in workshops on violence; and (6) strategies and techniques for setting up and conducting long-term support for young people dealing with abuse. Each section includes exercises and role playing activities for work with youth across lines of age, gender, and race. (LH)

ED393784
Croddy,-Marshall; And-Others
The Immigration Debate: Public Policy, Proposition 187, and the Law.
Constitutional Rights Foundation, Los Angeles, Calif.
1995
Available From: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005.
17 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Civics-; Government-Role; Instructional-Materials; Learning-Activities; Secondary-Education; Social-Studies; Teaching-Methods
DESCRIPTORS: *Law-Enforcement; *Law-Related-Education; *Undocumented-Immigrants
IDENTIFIERS: California-; Constitutional-Rights-Foundation; United-States-Constitution
IDENTIFIERS: *Proposition-187-California-1994
This resource packet contains three lessons on issues relating to recent debates over illegal immigration. Each lesson is designed to provide the teacher with a background reading, a directed discussion strategy, and one or more interactive classroom activities to address the topic presented. The first lesson, "Coming to America—Undocumented Workers," features a simulation of a presidential commission that considers various policy options on the problem of undocumented workers. The second lesson, "Civic Options on Proposition 187," contains a case study of the purpose, provisions, pro and con arguments, and the potential impact of the California state initiative passed by voters in November 1994. The third lesson, "Education and the 14th Amendment," contains a case study of the U.S. Supreme Court case of Plyler v. Doe (1982), which will be crucial in determining the constitutionality of Proposition 187 and similar measures that may be proposed. Each lesson contains a reading for teachers to duplicate and distribute to students. (LH)

ED395868
Croddy,-Marshall, Ed.
The Streets, the Courts, and the Community.
Constitutional Rights Foundation, Chicago, IL.; Constitutional Rights Foundation, Los Angeles, Calif.
SPONSORING AGENCY: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
1992
Available From: Constitutional Rights Foundation, 601 South Kingsley Dr., Los Angeles, CA 90005.
67 p.
EDRS Price - MF01/PC03 Plus Postage.

BEST COPY AVAILABLE

DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Students; Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Civil-Rights; Courts-; Elementary-Secondary-Education; Instructional-Materials; Lawyers-; Learning-Activities; Prisoners-; Social-Studies; Teaching-Methods
DESCRIPTORS: *Civil-Law; *Correctional-Education; *Correctional-Institutions; *Criminal-Law; *Juvenile-Justice; *Law-Related-Education
IDENTIFIERS: Constitutional-Rights-Foundation
IDENTIFIERS: *Street-Law

Developed specifically for use in juvenile corrections facilities, this law-related curriculum acquaints students with important aspects of the criminal and civil justice systems. The criminal justice lessons in the curriculum are designed to help students better understand how the system actually works; the effect of crime on its victims; the roles played by the police, attorneys, judges, and probation officers; and the differences between the adult and juvenile justice systems. These lessons use interactive strategies to show how the legal system combines values, rights, and responsibilities. The civil law section includes lessons about small claims court, landlord-tenant laws, employer-employee relations, and attorney-client relations. The goal of these lessons is to provide practical information about the law, to help make the legal system more understandable, and to help the students see through active participation how the legal system works in a variety of ways. The curriculum also includes a lesson about resolving personal conflict. It gives students an opportunity to learn skills for managing conflict in their own lives in a constructive way. Each of the 10 lessons begins with step-by-step instructor's procedures followed by reproducible student handouts. The lessons contain readings and interactive learning strategies for use in the classroom. (LH)

ED394015
DeCoster,-Karen
Curriculum Plan for Government & Law (Pre-ASE Level).
System for Adult Basic Education Support, Boston, MA.; World Education, Inc., Boston, MA.
SPONSORING AGENCY: Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
[1993]
93 p.
EDRS Price - MF01/PC04 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Adult-Basic-Education; Constitutional-Law; Curriculum-Guides; Democracy-; Government-Administrative-Body; High-School-Equivalency-Programs; Lesson-Plans; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Federal-Government; *Governmental-Structure; *Law-Related-Education
IDENTIFIERS: 353-Project

A curriculum plan is provided for a pre-ASE (Adult Secondary Education) level class of 12 students. It is designed to be covered in 11 90-minute classes. The plan consists of discussion topics, political cartoons, articles, and the plan for establishing a class government. A breakdown of the social studies test is included to illustrate the importance of understanding government and law for success on the General Educational Development tests. Lessons cover the following topics: introduction, the Constitution, the two-party system, democracy in action—the election process, the executive branch, the legislative branch, the judicial branch, and the amendment process. Each lesson contains an introduction, questions, and important points. Contents of the appendixes include the following: a political terminology checklist; breakdown of practice tests; quotations; newspaper articles and political cartoons; readings on political systems and the Constitution; a highly condensed version of the Constitution; a sample constitution; readings on political parties and reading for information; a short story on town meeting day; readings on officials and the elections, voter registration, and the electoral college; information on reading tables, graphs, and diagrams; a reading on mayors; a short story about a mayor; readings on checks and balances, mistakes of new presidents, and the Bill of Rights. Contains 17 references. (YLB)

EJ522703
Delon,-Floyd-G.
Pupil Rights in the "New" South Africa: Comparisons and Contrasts with American Constitutional Law.
1996
West's-Education-Law-Quarterly; v5 n1 p140-48 Jan 1996
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
DESCRIPTORS: Elementary-Secondary-Education; Foreign-Countries
DESCRIPTORS: *Constitutional-Law; *School-Law; *Student-Rights
IDENTIFIERS: *South-Africa

Examines provisions of the South African Constitution pertaining to pupil rights in conjunction with the construction the United States Supreme Court has placed on corresponding provisions of the U.S. Constitution. (46 footnotes) (MLF)

ED395876
Edwards,-Amy-N.; Walker,-Tim
To Keep and Bear Arms: Gun Control and the Second Amendment. Teacher's Guide.
Close Up Foundation, Arlington, VA.
1994
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (25-minute videotape and this "Teacher's Guide": $59.95).
26 p.; Matching videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Civics-; Elementary-Secondary-Education; Instructional-Materials; Learning-Activities; Social-Studies; Teaching-Methods; Thinking-Skills; Violence-

DESCRIPTORS: *Citizenship-Education; *Civil-Liberties; *Constitutional-Law; *Crime-; *Law-Related-Education
IDENTIFIERS: Bill-of-Rights; Close-Up-Program; Guns-; United-States-Constitution
IDENTIFIERS: *Gun-Control; *Second-Amendment
This teacher's guide is designed to accompany the two-part videotape "To Keep and Bear Arms: Gun Control and the Second Amendment." The videotape and teacher's guide should help students to: (1) understand the history of the Second Amendment; (2) examine how guns and gun control laws affect people's lives; (3) compare and contrast the many perspectives and viewpoints Americans have on the Bill of Rights, gun control, and crime in the United States; and (4) develop informed opinions about the issue and discuss the future of gun control. The guide contains four activities that involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED394858
Fisher,-Margaret
Equal Protection under Law: Access to Public Education.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONSORING AGENCY: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
1995
ISBN-1-57073-131-4
Available From: American Bar Association, Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($10).
33 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Civil-Law; Civil-Liberties; Civil-Rights; Court-Role; Elementary-School-Curriculum; Elementary-Secondary-Education; Ethnic-Discrimination; Instructional-Materials; Lawyers-; Racial-Discrimination; Religious-Discrimination; Secondary-School-Curriculum; Sex-Discrimination; Social-Studies; Teaching-Methods
DESCRIPTORS: *Equal-Education; *Equal-Protection; *Law-Related-Education; *Minority-Groups; *Public-Education
IDENTIFIERS: American-Bar-Association
IDENTIFIERS: *United-States-Constitution
Providing legal perspectives on equal protection with a focus on access to public education, this curriculum guide assists lawyers making classroom presentations and teachers at all levels. The elementary school curriculum provides students with a working knowledge of the concept of discrimination. It also introduces the differences between permitted and illegal discrimination. In the secondary school curriculum, students analyze a case study on the rights of children of undocumented aliens. Students are asked to express opinions on the right to a free public education for children of illegal aliens. This issue is used to frame student consideration of the Equal Protection clause of the Fourteenth Amendment. In addition to lesson plans, the booklet contains activity guides and sheets, a chronology of California immigration policy history, and instructions for a student forum. (LH)

ED388540
Fisher,-Margaret-E.; Gold,-Julia-Ann
Court Access: A Law-Related Education Curriculum for Limited-English Speakers.
Seattle Univ., Tacoma, WA. Inst. for Citizen Education in the Law.; Washington State Office of the Administrator for the Courts, Olympia.
1994
Available From: Seattle University School of Law, Institute for Citizen Education in the Law, 950 Broadway Plaza, Tacoma, WA 98402-4470.
239 p.; For some related reports from this institute, see SO 025 101-104. Funded by a grant from the State Justice Institute.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Instructional-Materials; Interdisciplinary-Approach; Secondary-Education; Social-Studies; Teaching-Methods
DESCRIPTORS: *Citizenship-Education; *Courts-; *Law-Related-Education; *Limited-English-Speaking
This curriculum guide offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into courses for students with limited ability to speak English. The guide opens with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section also includes a description of the Institute for Citizen Education in the Law (ICEL) and a history of this curriculum project. The 20 units of the curriculum cover: the roles of judges, lawyers, and juries; the significance of the Constitution and Bill of Rights; the processes of the trial and appeals; courts and justice; courtroom protocols; fair police procedures and working with the police; suppression hearing; searches; child protective services; parents and children; legal issues of domestic violence; landlord-tenant relations; and consumer law. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulation, group activities, and opinion polls. Each lesson plan specifies the number of class periods required, the objectives, procedures and vocabulary. Many of the lesson plans provide student handouts such as legal documents and worksheets. (JD)

ED398217
Gaffney,-Patrick-V.; Gaffney,-Francis-M.
Analysis of and Educators' Attitudes Toward the Right of Public School Students Regarding Mandatory Participation in Patriotic School Exercises.
1996
28 p.

EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Information Analyses - General (070)
DESCRIPTORS: Attitude-Measures; Constitutional-Law; Education-Courses; Elementary-Secondary-Education; Federal-Courts; Foundations-of-Education; Higher-Education; Patriotism-; Public-School-Teachers; Student-Teachers; Teacher-Role
DESCRIPTORS: *Civil-Rights; *Court-Litigation; *Student-Rights; *Teacher-Attitudes
IDENTIFIERS: Flags-
IDENTIFIERS: *Supreme-Court
This paper reviews various court decisions, especially West Virginia State Board of Education v. Barnette, regarding the right of public school students to refuse to participate in mandatory patriotic school exercises and discusses the attitudes of teachers regarding mandatory participation. In Barnette, the Supremee Court, by a six-to-three majority, ruled that it was unconstitutional for public school officials to require students to salute and pledge allegiance to the flag at the risk of expulsion from school. Three conclusions drawn from literature on attitudes are: educators' attitudes about the legal rights of public students have been found, in some instances, to be positively related to the treatment of students in a manner that complies with existing legal precedent; teachers should serve as role models for students during their formative years by setting an example for interpreting the meaning of civil liberties; and an important part of fulfilling teachers' leadership function lies in establishing and maintaining attitudes supportive of students' legal rights. A sample of 57 preservice and 33 inservice teachers in an undergraduate foundations of education course reported their opinions of a statement that public school students should be required to participate in the Pledge of Allegiance and flag salute ceremony. A total of 54 percent of preservice teachers and 39 percent of inservice teachers agreed with the statement; 77 percent of all subjects perceived their knowledge of this area of the law to be low; and the majority had received no training. Recommendations are made for further studies in areas regarding students' legal rights. (Contains 63 references.) (CK)

EJ525313
Gallo,-Maria
Controversial Issues in Practice. Classroom Focus.
1995
Social-Education; v60 n1 p1-4 Jan 1995
ISSN-0037-7724
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Current-Events; Democratic-Values; Discussion-Teaching-Technique; Educational-Objectives; Elementary-Secondary-Education; Learning-Activities; Moral-Values; Political-Issues; Public-Affairs-Education; Role-of-Education; Role-Playing; Social-Problems; Social-Studies; Teacher-Role
DESCRIPTORS: *Constitutional-Law; *Controversial-Issues-Course-Content; *Law-Related-Education; *Religious-Factors; *State-Church-Separation
IDENTIFIERS: *First-Amendment
Presents three law-related education lesson plans discussing the relationship between church and state. The first two lessons, establishment of religion and free exercise of religion, culminate in the third, a round table discussion. The students research, role play, and argue hypothetical and real court cases. (MJP)

ED390720
Garman,-Brian
Civic Education through Service Learning. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.
1995
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN
47408-2698.
4 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Information Analyses - ERIC IAP's (071); ERIC Digests in Full Text (073)
TARGET AUDIENCE: Researchers
DESCRIPTORS: Citizen-Participation; Community-Cooperation; Family-School-Relationship; Law-Related-Education; Public-Service; Secondary-Education; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Citizenship-Responsibility; *Civics-; *Partnerships-in-Education; *School-Community-Relationship
IDENTIFIERS: ERIC-Digests
IDENTIFIERS: *Service-Learning
This digest addresses the decline in the willingness of U.S. youth to participate in service to the community or nation and suggests service learning as a possible remedy for the decline. There are long-term benefits of service learning: (1) helping to build community support for education; (2) facilitating a closer bond between school, community, and home; and (3) endowing students with a sense of civic efficacy and the sense that they can have a positive impact on civic affairs. Suggestions on how to structure an effective service learning program are provided. Contains eight references. (EH)

ED387456
Girard,-Kathryn-L.
Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.
1995
Available From: ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186.
4 p.
EDRS Price - MF01/PC01 Plus Postage.

DOCUMENT TYPE: Information Analyses - ERIC IAP's (071); ERIC Digests in Full Text (073)
DESCRIPTORS: Demonstration-Programs; Educational-Needs; Elementary-Secondary-Education; Higher-Education; Instructional-Materials; Training-Methods
DESCRIPTORS: *Conflict-Resolution; *Inservice-Teacher-Education; *Preservice-Teacher-Education
IDENTIFIERS: ERIC-Digests
Conflict resolution refers generally to strategies that enable students to handle conflicts peacefully and cooperatively outside the traditional disciplinary procedures. This digest discusses several approaches, both inservice and preservice, to preparing teachers to play a role in conflict resolution within schools and identifies problematic issues related to this preparation such as principal's leadership, targeted follow-up support to teachers, the fit (or lack of it) between program demands and resources, and the need for systemic, school-wide change versus individual classroom change. Although educators primarily learn about conflict resolution on their own or through staff development programs, this paper encourages substantial training. The inclusion of conflict resolution curriculums within preservice and graduate education programs has found its way into schools and departments of education in a variety of ways. For example, the National Association for Mediation in Education (NAME) and the National Institute for Dispute Resolution (NIDR) initiated the Conflict Resolution in Teacher Education Project in 1993. That project brought 11 colleges and universities together in a pilot program with experts in prejudice reduction, conflict resolution, multiculturalism, and teacher education. Two resources for additional information are listed. (Contains 20 references.) (LL)

ED388536
Gold,-Julia-Ann; And-Others
Challenging Students with the Law. An Interdisciplinary Curriculum for Gifted and Talented Students at the Upper Elementary and Middle School Levels.
University of Puget Sound, Tacoma, WA. Inst. for Citizen Education in the Law.
SPONSORING AGENCY: Department of Education, Washington, DC.
1993
Available From: University of Puget Sound School of Law, Institute for Citizen Education in the Law, 950 Broadway Plaza, Tacoma, WA 98402-4470.
505 p.; For some related reports from this institute, see SO 025 102-105.
EDRS Price - MF02/PC21 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Elementary-School-Students; Instructional-Materials; Interdisciplinary-Approach; Intermediate-Grades; Junior-High-Schools; Junior-High-School-Students; Middle-Schools; Social-Studies; Teaching-Methods
DESCRIPTORS: *Academically-Gifted; *Citizenship-Education; *Law-Related-Education; *Talent-
IDENTIFIERS: Middle-School-Students
This curriculum guide, suitable for a wide range of students from elementary to high school, offers an interdisciplinary approach to law-related education (LRE) intended to assist teachers with introducing LRE into courses for gifted and talented students and all types of learners. Each lesson identifies how many of the seven intelligences (Howard Gardner, 1993) are utilized in that lesson. The eight units of the curriculum cover the legal issues of the old growth forests, the internment of Japanese Americans, the Salmon Summit, the automobile industry, freedom of speech, search and seizure in Washington state, immigration, and animal rights. The guide begins with a definition of LRE, its objectives and methods, and its place in the general school curriculum. The introductory section also includes a description of the University of Puget Sound School of Law's Institute for Citizen Education in the Law (UPSICEL) and a history of this curriculum project. The lessons encourage interactive and cooperative learning through the methods of brainstorming, hypotheticals and case studies, role playing and simulation, group activities, and opinion polls. Each lesson plan specifies the required number of class periods, the objectives, and procedures. The lesson plans include student handouts such as newspaper articles and worksheets. (JD)

EJ493863
Gotchy,-Joseph-R.
Federalists and Anti-Federalists: Is a Bill of Rights Essential to a Free Society? Lesson Plan.
1994
OAH-Magazine-of-History; v8 n4 p45-48 Sum 1994
ISSN-0882-228X
Available From: UMI
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Democracy-; Democratic-Values; Learning-Activities; Primary-Sources; Secondary-Education; Teaching-Methods
DESCRIPTORS: *Civil-Liberties; *Constitutional-History; *History-Instruction; *United-States-History
IDENTIFIERS: Federalist-Papers; Lee-Richard-Henry; Randolph-Edmund
IDENTIFIERS: *Bill-of-Rights; *United-States-Constitution
Contends that "The Federalist" has been an intellectual beacon for the U.S. Constitution since it was written in 1787. Presents a secondary school lesson plan that focuses on the Constitution's ratification process, particularly the development of and campaign for the Bill of Rights. (CFR)

ED394855
Gutierrez,-Robert; And-Others
Florida City & County Government. A Teacher Handbook for the High School Level.
Florida Inst. of Government, Inc.; Florida League of Cities, Tallahassee.; Florida State Dept. of Education, Tallahassee.; Florida State Univ., Tallahassee.
1991

Available From: Local Government Curriculum Project, Florida League of Cities, P.O. Box 1757, Tallahassee, FL 32302-1757 ($45 plus state sales tax where applicable).
1,118 p.; For a condensed reference version, see SO 024 894.
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Students; Practitioners; Policymakers
DESCRIPTORS: High-Schools; Instructional-Materials; Law-Related-Education; Local-Issues; Municipalities-; Secondary-Education; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Civics-; *Local-Government
IDENTIFIERS: *Florida-

Designed to remedy student's lack of opportunity to learn about the decision making process at the city or county government levels, this teacher handbook focuses on local government in Florida. The subject areas around which units and corresponding lessons are developed include: (1) the foundations of local government, history, legal roles, home rule, and forms of local government; (2) local government services; (3) local government finances; (4) key officials and elections; (5) public participation in local government—influencing local government decisions, serving as members of local government boards and committees, careers in local government, and running for local government office; (6) current local government issues, water management, solid waste management, public safety, and transportation; (7) growth management at the local government level; and (8) municipal incorporation and boundaries. Lessons are designed to provide students with information about local government in Florida and activities which seek to engage students in hands on operations. The volume is supplemented with four appendices containing a glossary, a list of available videotapes, a 44-item bibliography, and an appendix titled, "Getting to Know Your City and County Governments," which contains a 643-page listing of all the city and county governments within Florida and a profile for each respective government, based on a June 1990 survey by the Florida League of Cities. The profiles contain such information as the mailing address, main telephone number, population, form of government, assistance available to schools, a history, financial information and innovative programs. Note that most curriculum handbooks contain survey information for the respective county school district only (surveys for the county government and its respective city governments within that county area). (RJC)

ED385788
Hamburg,-David-A.
Education for Conflict Resolution.
Carnegie Corp. of New York, N.Y.
1994
18 p.; Reprinted from the 1994 Annual Report.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Information Analyses - General (070)
DESCRIPTORS: Academic-Achievement; Adolescents-; Bias-; Child-Development; Cooperative-Learning; Early-Adolescents; Empathy-; Ethnocentrism-; Hostility-; Mass-Media-Effects; Violence-
DESCRIPTORS: *Conflict-Resolution; *Group-Dynamics; *Social-Behavior

The human species seems to have a virtuoso capacity for making harsh distinctions between groups and for justifying violence on whatever scale the technology of the time permits. This essay explores the possibilities associated with using education as a means to avoiding conflicts or resolving them peacefully. Focus is placed on teaching humans to have more constructive orientations towards those outside their group, while maintaining the values of group allegiance and identity. The essay is concerned particularly with childhood and adolescent development and the factors that affect this development. Solutions presented for aiding in education for conflict resolution include: (1) fostering prosocial behavior in early life; (2) empathy training; (3) a framework for conflict resolution in the schools; (4) cooperative learning; (5) learning life skills in early adolescents; and (6) violence prevention training. The paper also explores the role of the international community as well as that of the media in conflict resolution. Lessons to be learned from decent human relations are that each party needs a basis for self-respect, dependability of communication, recognition of some shared interest, civil discourse, earning the respect of the other, boundaries for competition and disagreement, and considering the balance between self-interest and the interests of others. (SR)

ED374065
Hamline Univ., St. Paul, MN. School of Law.
Mini-Mock Trial Manual.
1993
Available From: Minnesota Center for Community Legal Education, Hamline University School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104 ($5).
36 p.; For related items, see SO 024 501-503.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Learner (051)
TARGET AUDIENCE: Students; Teachers; Community; Practitioners
DESCRIPTORS: Citizenship-Education; Civics-; Constitutional-Law; Instructional-Materials; Intermediate-Grades; Resource-Materials; Resource-Units; Secondary-Education; Social-Studies
DESCRIPTORS: *Court-Litigation; *Courts-; *Law-Related-Education
IDENTIFIERS: *Mock-Trials

Designed to help students learn about courts and trials in an interesting and enjoyable way, this document provides teachers with the necessary instructions and materials on how to conduct mock trials. By using the program, students become familiar with the role of a trial court in resolving disputes. They also are introduced to court procedure and decorum, and develop an appreciation for the importance of the various people in the courtroom. Involvement in a mock trial allows students to practice communication and critical thinking skills as they prepare and present their case. In addition to teacher instructions, the manual includes student handouts for five mini-mock trials.

The handouts consist of a juror biography, jury observation sheet and checklist, case facts, prosecution and defense witness statements, and jury instructions. (DK)

ED398283
Harris,-Ian; And-Others
Assessing the Effectiveness of the UWM Summer Institute on Nonviolence.
1996
37 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Reports - Evaluative (142); Speeches /Meeting Papers (150)
DESCRIPTORS: Asian-Americans; Black-Students; Feedback-; Higher-Education; Hispanic-Americans; Leadership-Training; Peace-; Peer-Relationship; Peer-Teaching; Program-Evaluation; Qualitative-Research; White-Students; Youth-Programs
DESCRIPTORS: *Conflict-Resolution; *Cultural-Differences; *Prevention-; *Summer-Programs; *Violence-
IDENTIFIERS: *University-of-Wisconsin-Milwaukee
During the summer of 1995 a group of educators in Milwaukee (Wisconsin) created an innovative program, the University of Wisconsin-Milwaukee (UWM) Summer Institute on Nonviolence, to help young people learn alternatives to violent behavior. The program was designed to train peer leaders in nonviolence so they could return to their schools and communities to promote peace and nonviolence. The program's curriculum and pedagogical techniques were based on current research about the best ways to deal with youth violence. Of the 16 student participants, 11 were female and 5 were male. Nine were African American, one was Asian American, one was Hispanic American, and four were Caucasian. A variety of quantitative and qualitative research techniques, including feedback from the participants and their parents, were used to evaluate the effectiveness of the summer program. Student and parent responses indicated that the participants were interested in the program's ideas and learned about ways to prevent violence. In follow up meetings, students indicated that they were functioning as peer leaders in their own environments, working to promote peace and nonviolence. The first year of this program was successful within the context of its stated goals. (Contains 3 tables and 22 references.) (SLD)

EJ522264
Havel,-Vaclav
Reflections on Character, Global Civilization, and the Preservation of Enlightened Values.
1996
Update-on-Law-Related-Education; v20 n1 p9-11 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizenship-Education; Citizenship-Responsibility; Cultural-Exchange; Current-Events; Higher-Education; Intercultural-Communication; Moral-Values; Social-Environment; Social-Values; Values-Education
DESCRIPTORS: *Futures-of-Society; *Global-Approach; *Law-Related-Education; *Mass-Media-Effects; *Quality-of-Life; *Social-Responsibility
IDENTIFIERS: United-Nations
IDENTIFIERS: *Havel-Vaclav
Observes that the increasing interdependence of global cultures and economies requires a heightened sense of responsibility among all the participants. Calls for a nondenominational spiritual renewal, especially in the fields of politics and the mass media. Maintains that consensus and understanding can occur without loss of autonomy. (MJP)

EJ522266
Haynes,-Charles-C.
A Civic Framework for Successful Character Education Programs.
1996
Update-on-Law-Related-Education; v20 n1 p17-19 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizenship-Education; Citizenship-Responsibility; Civics-; Controversial-Issues-Course-Content; Elementary-Secondary-Education; Moral-Development; Religious-Factors; Social-Development; Social-Responsibility; Social-Values; Values-Education
DESCRIPTORS: *Ethical-Instruction; *Law-Related-Education; *Moral-Values; *School-Community-Relationship; *School-Role; *State-Church-Separation
IDENTIFIERS: United-States-Constitution
IDENTIFIERS: *Freedom-Forum-First-Amendment-Center
Asserts that character education in the schools should be framed by the civic principles of the U.S. Constitution and the Bill of Rights. Paraphrases these principles as "rights, responsibilities, and respect." Addresses parental misgivings about possible religious content and conflict. (MJP)

ED387548
Hechinger,-Fred-M.
Saving Youth from Violence.
Carnegie Corp. of New York, N.Y.
1994
Carnegie-Quarterly; v39 n1 Win 1994
Available From: Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022.
17 p.; Color illustrations may not copy well.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Collected Works - Serials (022)
DESCRIPTORS: Children-; Curriculum-Development; Disadvantaged-Youth; Elementary-Secondary-Education; Mass-Media-Role; Program-Development; School-Safety; Social-Problems; Urban-Schools
DESCRIPTORS: *Adolescents-; *Conflict-Resolution; *Prevention-; *Urban-Youth; *Victims-of-Crime; *Violence-

Nearly one million adolescents between the ages of 12 and 19 are victims of violent crimes each year, and this has been true since at least 1985. Children are becoming involved in violence at ever younger ages, both as victims and as perpetrators. The threat of firearms is the greatest concern in adolescent violence, but no single factor can be blamed as the cause of violence. The role the media play in inciting violence is a hot and controversial topic, but many agree with the warning of the American Psychological Association that viewing violence increases fear of becoming a victim, with a resultant increase in self-protective behavior and mistrust. Violence is learned, and can be combated through teaching alternatives. The teaching of prosocial behavior at home and in school must be accompanied by the provision of health and social services to children and families. Conflict resolution and mediation programs show promise in reducing violence. Violence prevention curricula are among the important efforts schools can make. These efforts can be supported by community and youth organizations. Three projects, operating nationally, are described to illustrate some ongoing efforts in violence prevention. Winning against violence will require a public stance that violence is socially unacceptable. (Contains 28 references.) (SLD)

EJ522758
Heller,-Gary-S.
Changing the School to Reduce Student Violence: What Works?
1996
NASSP-Bulletin; v80 n579 p1-10 Apr 1996
ISSN-0192-6365
Available From: UMI
DOCUMENT TYPE: Reports - Evaluative (142); Reports - Descriptive (141); Journal Articles (080)
DESCRIPTORS: Citizenship-Education; Community-Involvement; Cooperation-; Democratic-Values; High-Schools; Principals-; School-Effectiveness; Suburban-Schools
DESCRIPTORS: *Discipline-Policy; *Institutional-Characteristics; *Predictor-Variables; *Prevention-; *School-Safety; *Violence-
IDENTIFIERS: Peer-Mediation
IDENTIFIERS: *New-York-Central-Valley
Well-disciplined schools make appropriate school discipline a part of every curriculum, program, and practice. Key organizational variables include staff and community involvement, sensitivity to students' racial and socioeconomic concerns, and effective intervention strategies, such as the anger-management seminars, awareness discussion groups, mentoring arrangements, and peer-mediation programs at one upstate New York high school. (MLH)

EJ522761
Hill,-Marie-Somers
Making Students Part of the Safe Schools Solution.
1996
NASSP-Bulletin; v80 n579 p24-30 Apr 1996
ISSN-0192-6365
Available From: UMI
DOCUMENT TYPE: Reports - Evaluative (142); Journal Articles (080)
DESCRIPTORS: Citizenship-Responsibility; Educational-Benefits; Interpersonal-Competence; Mentors-; Secondary-Education
DESCRIPTORS: *Citizenship-Education; *Problem-Solving; *School-Safety; *Service-Learning; *Student-Participation
IDENTIFIERS: Bullying-; Learning-Communities; Peer-Mediation
IDENTIFIERS: *Tennessee-
In a learning community, everyone must participate in decision making. Involving students in developing classroom rules, solving community problems, and reviewing school and district policies has lasting benefits. Service learning, mentoring, and mediation programs help students develop civic responsibility, interpersonal competence, and resilience. A Tennessee career learning center offers teens a safe learning setting. (MLH)

ED352293
Hoge,-John-D.,Ed.; Blum,-Ann Ed.
Georgia Elementary Law-Related Education Curriculum Supplements: Lessons for Kindergarten through Third Grade.
Georgia Univ., Athens. Carl Vinson Inst. of Government.
SPONSORING AGENCY: Department of Education, Washington, DC. Office of Law-Related Education.
1991
Available From: Carl Vinson Institute of Government, University of Georgia, Athens, GA 30602 ($12.50).
268 p.; For the 4th through 7th grade lessons, see SO 022 485.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Collected Works - General (020)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Constitutional-Law; Curriculum-Development; Primary-Education; Social-Studies; State-Legislation; Student-Educational-Objectives; Teaching-Methods
DESCRIPTORS: *Instructional-Materials; *Law-Related-Education; *Teacher-Developed-Materials
IDENTIFIERS: *Georgia-
The lessons in this volume, written by experienced Georgia teachers with backgrounds in law-related education, were designed for teachers new to this area of the social studies curriculum. The lessons, which are organized by grade level, include the following information: author, time required, concepts/vocabulary, main ideas, instructional strategies, objectives, teacher background, materials and resources, procedures, handouts, evaluation, and enrichment. The lessons for kindergarten and first grade include the topics: Family rules; Assault and battery; Pleasant pets; How much should I take?; Endangered species: whales; Buckle up! It's the law; The three billy goats gruff get rebuffed; Litter bug busters; Vandalism hurts everyone; Ms. Mediator, the puppet; Does this belong to you?; The web of order; Child abuse is against the law; Who will take care of me?; Justice for all; Let's not kill the water; and Too

much noise! The next set of lessons are for grades two and three: Bicycle safety for everyone; Litter — it's a mess!; Man's best friend — pet or pest; Responsible parents and children; Family rules, government laws; What did you call me?; Classroom constitution or we the people; The resolution tree; Save me!; Are you playing or breaking the law?; When you play on other's property, are you committing a crime?; Please don't hurt me; Who's calling please?; Pay for what you get; False alarms; and Air pollution kills. The volume also includes reprints of the U.S. Constitution and the Georgia Bill of Rights; ordering information; user report form, and a list of the lessons in the grades 4-7 supplement. (DB)

ED352294
Hoge,-John-D., Ed.; Blum,-Ann, Ed.
Georgia Elementary Law-Related Education Curriculum Supplements: Lessons for Fourth through Seventh Grade.
Georgia Univ., Athens. Carl Vinson Inst. of Government.
SPONSORING AGENCY: Department of Education, Washington, DC. Office of Law-Related Education.
1991
Available From: Carl Vinson Institute of Government, University of Georgia, Athens, GA 30602 ($14.50).
268 p.; For the K through 3rd grade lessons, see SO 022 484.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Constitutional-Law; Curriculum-Development; Intermediate-Grades; Junior-High-Schools; Social-Studies; State-Legislation; Student-Educational-Objectives; Teaching-Methods
DESCRIPTORS: *Instructional-Materials; *Law-Related-Education; *Teacher-Developed-Materials
IDENTIFIERS: *Georgia-

The lessons in this volume, written by experienced Georgia teachers with backgrounds in law-related education, were designed for teachers new to this area of the social studies curriculum. The lessons, which are grouped by grade level, include the following information: author, time required, concepts/vocabulary, instructional strategies, objectives, teacher background, materials and resources, procedures, handouts, evaluation, and enrichment. The following lessons for grades 4 and 5 are included: AIDS discrimination in the school; Where have all the wetlands gone?; Don't talk to me like that!; Corporal punishment; Beware of drugs; Robby Raccoon strikes again; Copy cats lose; Distributive justice: an issue of fairness: It's mine!; Is the law really fair?; Vandalism — who plays and who pays?; When conflicts occur, resolve to solve; Let's celebrate our Bill of Rights; You can't do that! I have a right!; Give us your tired, your poor...Really?; Do you know...the law?; We the students: writing a class bill of rights; and Child labor laws. The following lessons for grades 6 and 7 are included: Who took my desk?; Forgery in the schools; Defamation of character: slander and libel; Is the prank worth the punishment?; First time offenders get a break; I didn't think I'd get caught!; Children at work! Past and present; Who will get the kids?; It's o.k. to tell!; Is just saying no to drugs enough?; I bought it, I can copy it, can't I?; The private "I": whose "I" matters most?; What took the joy out of joy riding?; A thief by any other name...; AIDS and the right to privacy; May I use the phone?; and Georgia's water is no puzzle. An appendix includes: copies of the U.S. Constitution and the Georgia Bill of Rights; ordering information; use report form; and lessons in the K-3 supplement. (DB)

ED354697
Howard,-Elizabeth
Handbook for High School Teachers: Staff Development on the Topic of Constitutional Government.
Arc, Arlington, TX.
SPONSORING AGENCY: Commission on the Bicentennial of the United States Constitution, Washington, DC.
1992
Available From: Arc, 500 E. Border St., Suite 300, Arlington, TX 76010.
34 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Non-classroom (055)
TARGET AUDIENCE: Practitioners; Teachers
DESCRIPTORS: Civil-Liberties; Civil-Rights; Classroom-Techniques; Cloze-Procedure; Constitutional-Law; Current-Events; High-Schools; Inservice-Teacher-Education; Instructional-Materials; Local-Government; Mainstreaming-; Secondary-School-Teachers; Staff-Development; Teacher-Developed-Materials; Teaching-Guides; Transparencies-
DESCRIPTORS: *Citizenship-Education; *Cooperative-Learning; *Social-Studies; *Special-Needs-Students
IDENTIFIERS: *Bill-of-Rights

This handbook was developed out of a series of seminars to provide inservice staff development on teaching about the Constitution and the Bill of Rights to high school students with and without special needs. Preliminary information gives background for supervisors of such staff development seminars and lists principles of effective staff development. Instructional materials developed for use with students having special needs are then illustrated. A section on cooperative learning describes this approach to integrating students with and without disabilities. It defines cooperative learning; identifies differences between cooperative and traditional learning groups; presents an agenda of activities for the cooperative learning seminar segment; and explains two activities, one involving cloze techniques for reading comprehension and the other a demonstration of making transparencies from magazine pictures. Objectives and learning activities are presented to help students learn about: (1) legal rights; (2) voting; (3) what is happening in the real political world; and (4) local government. Appendices provide masters for reproduction and a list of seminar participants. (Contains 14 references.) (DB)

BEST COPY AVAILABLE

ED398113

Jenkins,-Keith

Citizenship.
1995
Available From: Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520 (Stock number DK-20512 (hard drive version) or DK-20513 (floppy drive version): $349, for PCs only).
21 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051); Computer Programs (101)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Civics-; Computer-Assisted-Instruction; Higher-Education; Secondary-Education; Social-Studies
DESCRIPTORS: *Citizenship-; *Citizenship-Education; *Law-Related-Education; *United-States-Government-Course
IDENTIFIERS: Historical-Materials

This document consists of the documentation and question sheets that accompany an educational computer program available on diskette. This product is an oral review of all the questions asked on the Immigration and Naturalization Service oral test for U.S. citizenship. Student answers are recorded by the computer. The teacher reviews answers simply by listening to the recorded student answers. The program has two parts, practice and quizzes. In practice, students see a picture, a written question, and hear the question. The student answers the question using a microphone and the computer records it. Students can re-enter their voice recordings if they want to change them. After the student voice is recorded, the computer goes to the answer frame and gives the correct answer in text and audio. For further reinforcement, the student can record the correct answer after hearing it. The questions in the quiz section are identical to the practice section but use sound only. No text or pictures appear. Students should use the practice section to learn and build confidence, and use the quiz section when they want an experience that is very similar to the actual oral exam required of all persons who wish to become U.S. citizens. (JAG)

ED386818

Johnson,-David-W.; Johnson,-Roger-T.

Reducing School Violence through Conflict Resolution.
Association for Supervision and Curriculum Development, Alexandria, VA.
1995
ISBN-0-87120-252-2
Available From: Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1453 (Stock No. 1-95198: $15.95).
130 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Books (010); Guides - Non-classroom (055)
DESCRIPTORS: Cooperation-; Elementary-Secondary-Education; Interpersonal-Competence; Problem-Solving; Program-Implementation; School-Safety; Social-Control; Student-Behavior
DESCRIPTORS: *Conflict-Resolution; *Educational-Environment; *Prevention-; *Prosocial-Behavior; *School-Security; *Violence-

Increasing violence and threats of violence in American schools have prompted many school districts to take aggressive action in providing greater security and more positive learning environments. This book presents an alternative approach—that of training students in conflict resolution and peer mediation. The book offers specific, practical strategies for implementing violence-prevention and conflict-resolution programs. An overview of the situation and the schools' responsibility to provide students with an orderly environment is discussed. The following sequential process that schools need to follow to implement violence prevention and conflict resolution programs is also covered: (1) Admit that destructive conflicts are out of control; (2) implement a violence-prevention program; (3) become a conflict-positive organization; (4) implement a conflict-resolution program; (5) create a cooperative context; (6) institute conflict-resolution/peer-mediation training that teaches students how to negotiate and mediate and teachers how to arbitrate; and (5) use academic controversy to improve education. Twelve figures are included. (Contains 123 references.) (LMI)

EJ526672

Johnson,-David-W.; And-Others

Training Elementary School Students to Manage Conflict.
1995
Journal-of-Social-Psychology; v135 n6 p673-86 Dec 1995
ISSN-0022-4545
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Researchers; Teachers; Practitioners
DESCRIPTORS: Cognitive-Processes; Cooperation-; Daily-Living-Skills; Elementary-Education; Intergroup-Relations; Peer-Influence; Peer-Teaching; Problem-Solving; Social-Cognition; Social-Values
DESCRIPTORS: *Conflict-Resolution; *Elementary-School-Students; *Humanistic-Education; *Interpersonal-Competence; *Peer-Counseling; *Prosocial-Behavior
IDENTIFIERS: *Peer-Mediation

Discusses the effectiveness of a peer mediation program in a Midwestern suburban elementary school. Responses to questionnaires given to students and teachers suggested that the students successfully learned the procedures and applied them in conflict situations throughout the year. Includes a thorough description of the program's procedures. (MJP)

EJ512732

Johnson,-David-W.; And-Others

Effects of Conflict Resolution Training on Elementary School Students.
1994
Journal-of-Social-Psychology; v134 n6 p803-17 Dec 1994

ISSN-0022-4545
Available From: UMI
DOCUMENT TYPE: Information Analyses - General (070); Reports - Research (143); Journal Articles (080)
TARGET AUDIENCE: Researchers; Teachers; Practitioners
DESCRIPTORS: Antisocial-Behavior; Elementary-Education; Grade-3; Grade-4; Grade-5; Grade-6; Problem-Solving; Student-Behavior
DESCRIPTORS: *Classroom-Techniques; *Conflict-; *Conflict-Resolution; *Discipline-Problems; *Social-Control; *Student-Attitudes
Reports on a study of the effects of a peer-mediation training program among 92 elementary school students. Finds that the training program was successful in teaching negotiation and mediation procedures and skills. Reports that the training dramatically reduced the number of conflicts referred to teachers and principal. (CFR)

EJ520959
Johnson,-David-W.; And-Others
The Impact of Peer Mediation Training on the Management of School and Home Conflicts.
1995
American-Educational-Research-Journal; v32 n4 p829-44 Win 1995
ISSN-0002-8312
Available From: UMI
DOCUMENT TYPE: Reports - Research (143); Journal Articles (080)
DESCRIPTORS: Comparative-Analysis; Conflict-; Elementary-Education; Family-Environment; Interpersonal-Relationship; Peer-Influence; Peer-Relationship; Suburban-Schools
DESCRIPTORS: *Conflict-Resolution; *Elementary-School-Students; *Problem-Solving; *Training-
IDENTIFIERS: *Peer-Mediation
A peer mediation program in a suburban elementary school was studied to determine the types of conflicts, the strategies used in conflict resolution, and the types of resolutions at school and at home. Comparisons of 144 program students with 83 untrained students revealed significant impact of peer mediation. (SLD)

ED393782
Jones,-Lonzena-B.; And-Others
Respect Me, Respect Yourself: Student Workbook [and] Teacher's Guide. First Edition.
Phi Alpha Delta Law Fraternity International, Washington, DC.
SPONSORING AGENCY: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
1995
Available From: Phi Alpha Delta Public Service Center, 1511 K St., N.W., Suite 611, Washington, DC 20005.
145 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Students; Teachers; Practitioners
DESCRIPTORS: Elementary-Education; Instructional-Materials; Learning-Activities; Peace-; Violence-
DESCRIPTORS: *Citizenship-Education; *Conflict-Resolution; *Constitutional-Law; *Law-Related-Education; *Social-Studies
IDENTIFIERS: Bill-of-Rights; Phi-Alpha-Delta-Law-Fraternity
IDENTIFIERS: *Mediation-; *United-States-Constitution
This student workbook and teacher's guide are designed to teach elementary school students about peaceful conflict resolution based on the premise that one of the inalienable rights to which individuals are entitled is the right to respect themselves and others. There are six lessons that teach mediation and alternative dispute resolutions. Each lesson includes a description, objectives, materials needed, key concepts/vocabulary, steps to implement the lesson, and suggested activities. The lessons allow for the utilization of individualized, whole group, and small group instruction. The six lessons examine: (1) successful mediation; (2) the United States Constitution; (3) freedom of speech; (4) freedom of the press; (5) resolving conflicts within oneself and with others; and (6) children's rights. The student workbook provides students with a brief summary of the United States Constitution and all 27 amendments in simple English and the skills necessary for successful mediation. The conflict situations that are presented are intended to give students a better understanding of the Constitution and the Bill of Rights. Lessons infuse activities for social studies, writing, reading, drama, art, speech, and literature classes. The teacher's guide includes opportunities for parent involvement and the appendix includes guidelines for establishing a school-based peer mediation program and innovative activities to prepare early learners to practice non-violent techniques for conflict resolution. The student workbook concludes with a vocabulary list. (LH)

ED394883
Kaohi,-Sharon; And-Others
Justice for All: Resources for Peace and Law-Related Education.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
1994
Available From: Office of Instructional Services, Hawaii State Dept. Of Education, 189 Lunalilo Home Road, Honolulu, HI 96825.
120 p.
EDRS Price - MF01/PC05 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizen-Participation; Citizenship-; Civil-Law; Community-Involvement; Cooperative-Learning; Criminal-Law; Elementary-Secondary-Education; Learning-Activities; Public-Affairs-Education; Role-Playing; Social-Studies; Teaching-Methods; Thinking-Skills; Violence-
DESCRIPTORS: *Citizenship-Education; *Conflict-Resolution; *Law-Related-Education; *Peace-; *Problem-Solving

IDENTIFIERS: *Hawaii-
This publication is intended to serve as a resource for K-12 social studies teachers charged with the major responsibility of making peace and law-relaed concepts meaningful to students. The purpose of this resource book is to empower teachers and students in Hawaii with the concepts of peace and law. It seeks to foster dialogue between and among teachers and students that promotes respect, tolerance, and an understanding of the need for global peace. Pertinent information about Hawaii's judicial history, the civil and criminal trial process, and the court system is included in the resource book. It also contains sample learning opportunities that focus on peace and law-related concepts. The resource book intends to enhance students' critical and creative thinking, and communication skills, as well as conflict management and resolution skills. These skills are essential for maintaining successful relationships in the home, school, workplace, and community at large. (LH)

EJ520841
Kincaid,-John; LaRocco,-Joseph-C.
Current Trends in Federalism: An Instructional Guide. Teaching Strategy.
1995
Update-on-Law-Related-Education; v19 n3 p16-19 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Block-Grants; Citizenship-Education; Compliance-Legal; Court-Litigation; Court-Role; Federal-Aid; Federal-Legislation; Federal-Regulation; Governmental-Structure; Lesson-Plans; New-Federalism; Public-Policy; Secondary-Education; Secondary-School-Students; Social-Studies; State-Courts
DESCRIPTORS: *Federalism-; *Federal-State-Relationship; *Government-Administrative-Body; *Government-Role; *Law-Related-Education; *State-Legislation
IDENTIFIERS: Federal-Preemption; Unfunded-Mandates-Reform-Act-of-1995
Presents a lesson plan that instructs students in following local current events that are influenced by state and federal activity. Students choose federal/state areas of concern, follow newspaper reports, and invite local officials to speak. Materials include handouts on nine current trends in federalism. (MJP)

EJ520836
Kmiec,-Douglas-W.
Commerce, the Tenth Amendment, and Guns in School.
1995
Update-on-Law-Related-Education; v19 n3 p4-6 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Information Analyses - General (070); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Block-Grants; Compliance-Legal; Court-Litigation; Court-Role; Elementary-Secondary-Education; Federalism-; Federal-Legislation; Government-Administrative-Body; Public-Policy; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Federal-Aid; *Federal-Regulation; *Federal-State-Relationship; *Government-Role; *New-Federalism
IDENTIFIERS: Supreme-Court
IDENTIFIERS: *Commerce-Clause; *Tenth-Amendment
Traces the historical development of the conflict between state sovereignty and the role of the federal government. State sovereignty, supposedly guaranteed by the 10th Amendment, has been seriously eroded by the federal government's extension of the commerce clause. Briefly discusses seminal cases in this development. (MJP)

EJ520843
Koman,-Rita-G.
A Student Conference on Federalism in the U.S. Constitution. Teaching Strategy.
1995
Update-on-Law-Related-Education; v19 n3 p29-30 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Block-Grants; Citizenship-Education; Constitutional-History; Court-Litigation; Court-Role; Federal-Aid; Federal-Regulation; Lesson-Plans; New-Federalism; Secondary-Education; Secondary-School-Students; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Constitutional-Law; *Federal-State-Relationship; *Government-Administrative-Body; *Governmental-Structure; *Government-Role; *Law-Related-Education
IDENTIFIERS: Jefferson-Thomas
Presents a lesson plan on federalism that involves the class researching constitutional issues and inviting local officials to debate these issues. Students conduct a question-and-answer session afterward utilizing their research. Includes a list of proposed issues. (MJP)

EJ520846
Kopecky,-Frank
School Safety and Congress. Teaching Strategy.
1995
Update-on-Law-Related-Education; v19 n3 p37-40 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Court-Litigation; Court-Role; Federal-Legislation; Governmental-Structure; Law-Related-Education; New-Federalism; Secondary-Education; Secondary-School-Students; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Compliance-Legal; *Federal-Regulation; *Federal-State-Relationship; *Government-Administrative-Body; *Government-Role; *School-Safety

IDENTIFIERS: Gun-Free-School-Zones-Act; Tenth-Amendment
Presents a lesson plan that examines the effects of Supreme Court decisions on state/federal relations using the issue of school safety. Student handouts discuss the constitutionality of the Gun Free School Zones Act as it relates to a specific criminal case. Activities include several structured discussions. (MJP)

EJ522275
Kopecky,-Frank
Will a School District's Character Education Proposal Help Its Students Attain the American Dream? Student Forum.
1996
Update-on-Law-Related-Education; v20 n1 p47-51 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Citizenship-Responsibility; Group-Discussion; Law-Related-Education; Lesson-Plans; Moral-Values; Religious-Factors; Role-Playing; School-Role; Secondary-Education; Social-Responsibility; Social-Values; State-Church-Separation; Student-Research; Values-Clarification
DESCRIPTORS: *American-Dream; *Citizenship-Education; *Civics-; *Ethical-Instruction; *Student-Projects; *Values-Education
Outlines instructions for conducting a student forum addressing the relevance and appropriateness of character education. Five students agree to portray fictional members of the panel (teacher, minister, single parent). The rest of the class researches the issue and asks questions. (MJP)

EJ495578
Kopecky,-Frank, Comp.; Kopecky,-Christopher, Comp.
Round Table.
1994
Update-on-Law-Related-Education; v18 n3 p26-37 Fall 1994
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Due-Process; Elementary-Secondary-Education; Equal-Protection; Lawyers-; Legal-Problems; Poverty-; Social-Studies
DESCRIPTORS: *Civil-Law; *Courts-; *Criminal-Law; *Economically-Disadvantaged; *Law-Related-Education; *Social-Problems
IDENTIFIERS: Bill-of-Rights
IDENTIFIERS: *United-States-Constitution
Presents the opinions of nine professionals serving the justice system on the issue of providing representation in criminal and civil cases for those unable to pay for lawyers. Includes questions about the obligations of lawyers to provide counsel and the differences between legal representation in civil and criminal cases. (CFR)

ED385794
Lane,-Pamela-S.
Conflict Resolution for Kids: A Group Facilitator's Guide.
1995
ISBN-1-56032-387-6
Available From: Accelerated Development, 1900 Frost Road, Suite 101, Bristol, PA 19007 ($14.95).
63 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Tests /Questionnaires (160)
DESCRIPTORS: Conflict-; Elementary-Education; Instructional-Materials; Learning-Activities; Self-Control
DESCRIPTORS: *Conflict-Resolution; *Course-Content; *Decision-Making; *Interpersonal-Communication; *Peace-; *Problem-Solving
IDENTIFIERS: Facilitators-
In an effort to counteract the violent and negative conflict resolution messages children receive from the mass media, schools throughout the United States are now teaching healthy problem-solving skills on a personal level. This book presents an outlined approach to the implementation of a conflict resolution experiential group, designed to be administered in five sessions. For each session, the materials required, session time, goals, activities, and evaluation considerations are given. The hands-on tasks are designed to develop conceptual understanding about cooperative versus competitive ways to solve problems. The book provides activities for five sessions and information on evaluating the impact of the individual sessions as well as the program as a whole. Contains numerous illustrations. (JE)

EJ520844
LaRocco,-Joseph-C.; Gregori,-Harry-E., Jr.
Nitty-Gritty Federalism: Managing Solid Waste. Teaching Strategy.
1995
Update-on-Law-Related-Education; v19 n3 p30-34 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Court-Litigation; Environmental-Standards; Federalism-; Federal-Legislation; Hazardous-Materials; Law-Related-Education; Pollution-; Public-Health; Secondary-Education; Secondary-School-Students; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Compliance-Legal; *Federal-Regulation; *Federal-State-Relationship; *Government-Administrative-Body; *Government-Role; *Solid-Wastes
IDENTIFIERS: Environmental-Protection-Agency; Statistical-Review-of-Waste-Management
Outlines the lesson plan that uses the issue of solid waste disposal to examine the relationship between local, state, and federal governments. Handouts include a quiz on solid waste management, an information sheet, and a simulation of a local problem. The simulation involves the location of a hazardous waste site. (MJP)

EJ522270
Leming,-James-S.
Civic Virtue: Common Ground for Character Education and Law-Related Education Professionals.
1996
Update-on-Law-Related-Education; v20 n1 p29-32 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizenship-Responsibility; Constitutional-Law; Democratic-Values; Educational-Objectives; Elementary-Secondary-Education; Moral-Development; Moral-Values; School-Role; Social-Responsibility; Social-Values; Values-Clarification
DESCRIPTORS: *Citizenship-Education; *Civics-; *Ethical-Instruction; *Law-Related-Education; *Values-Education
IDENTIFIERS: CIVITAS-; National-Standards-for-Civics-and-Government
Argues that law-related education should move beyond teaching the mechanics and issues of government and include those concepts of civic virtue incorporated within democracy. Notes that students need philosophical and moral content as well as experiential learning. (MJP)

ED390779
Leming,-Robert-S.
Essentials of Law-Related Education. ERIC Digest.
Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.
1995
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN
47408-2698.
4 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Information Analyses - ERIC IAP's (071); ERIC Digests in Full Text (073)
DESCRIPTORS: Higher-Education; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Law-Related-Education
IDENTIFIERS: ERIC-Digests
IDENTIFIERS: *American-Bar-Association
Defining law-related education (LRE) as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based, this Digest outlines four essential elements of LRE. These are: (1) subject matter and concepts; (2) instructional strategies and contexts; (3) skills; and (4) attitudes, beliefs, and values. Together, they provide K-12 students with active learning experiences that enhance their ability to explore rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. The digest contains a five-item bibliography. (LH)

ED388534
Leming,-Robert-S., Ed.; Downey,-James, Ed.
Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.
1995
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN
47408-2698 ($8.50 plus $1.50 shipping and handling).
75 p.; Funding also received from the American Bar Association's Fund for Justice and Education.
EDRS Price - MF01/PC03 Plus Postage.
DOCUMENT TYPE: Information Analyses - ERIC IAP's (071); Reference Materials - Bibliographies (131)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Annotated-Bibliographies; Curriculum-Enrichment; Elementary-Secondary-Education; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Law-Related-Education
IDENTIFIERS: American-Bar-Association; ERIC-
A guide to the vast array of available resources for law-related education (LRE), this annotated bibliography is intended to assist any one concerned with the civic education of youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 43 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 50 journal articles in Current Index to Journals in Education. Part 3 has two ERIC digests on LRE. The first is "Mediation in the Schools" by David Keller Trevaskis. The second digest is Robert S. Leming's "Teaching about Landmark Dissents in United States Supreme Court Cases." Part 4 contains the American Bar Association's "Essentials of Law-Related Education: A Guide for Practitioners and Policymakers." Also included are appendices that provide contact information for a network of LRE programs being conducted at both national and state levels and instruction on submitting LRE documents to the ERIC system. (LH)

ED394895
Leming,-Robert-S., Ed.; Healy,-Langdon-T., Ed.
Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.

American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.
1996
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408-2698
($5 each plus $1 shipping and handling. Volume discounts available).
89 p.; For previous edition, see ED 388 534.
EDRS Price - MF01/PC04 Plus Postage.
DOCUMENT TYPE: Information Analyses - ERIC IAP's (071); Reference Materials - Bibliographies (131)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Annotated-Bibliographies; Curriculum-Enrichment; Elementary-Secondary-Education; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Law-Related-Education
IDENTIFIERS: ERIC-

A guide to the vast array of ERIC available resources for law-related education (LRE), this annotated bibliography is intended to assist anyone concerned with the civic education of U.S. youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 102 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 39 journal articles in Current Index to Journals in Education. Part 3 has two ERIC Digests on LRE. The first is "Linking Law-Related Education to Reducing Violence By and Against Youth" by Carolyn Pereira. The second Digest is "Essentials of Law-Related Education," adapted by Robert S. Leming. Also included are 4 appendices that provide contact information for a network of LRE programs being conducted at both national and state levels, tips for searching the ERIC database for LRE materials, sample ERIC document and journal article resumes and instructions for submitting LRE documents to the ERIC system. (LH)

EJ520840
Liebschutz,-Sarah-F.
Intergovernmental Relations: The Dynamic Reality of American Federalism.
1995
Update-on-Law-Related-Education; v19 n3 p15-16 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Information Analyses - General (070); Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Block-Grants; Compliance-Legal; Court-Litigation; Court-Role; Federal-Aid; Federal-Legislation; Government-Administrative-Body; New-Federalism; Public-Policy; Secondary-Education; Social-Studies; State-Courts
DESCRIPTORS: *Federalism-; *Federal-Regulation; *Federal-State-Relationship; *Governmental-Structure; *Government-Role; *State-Legislation
IDENTIFIERS: Intermodal-Surface-Transportation-Efficiency-Act; National-Minimum-Drinking-Age-Law-of-1984

Maintains that intergovernmental relations are dynamic because local, state, and federal governments constantly respond to changing expectations. This interdependent relationship requires the various governments to modify their pursuit of special interests through daily bargaining. This process affects every aspect of government. (MJP)

ED388537
Lindquist,-Tarry-L.; And-Others
Teaching the Bill of Rights. A Guide for Upper Elementary and Middle School Teachers.
University of Puget Sound, Tacoma, WA. Inst. for Citizen Education in the Law.
SPONSORING AGENCY: Commission on the Bicentennial of the United States Constitution, Washington, DC.
1991
Available From: University of Puget Sound School of Law, Institute for Citizen Education in the Law, 950 Broadway Plaza, Tacoma, WA 98402-4470.
312 p.; For some related reports from this institute, see SO 025 101-105.
EDRS Price - MF01/PC13 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Constitutional-Law; Elementary-Education; Elementary-School-Teachers; Foreign-Countries; Instructional-Materials; Intermediate-Grades; Middle-Schools; Secondary-School-Teachers; Teaching-Guides; Teaching-Methods
DESCRIPTORS: *Citizenship-Education; *Law-Related-Education; *Social-Studies
IDENTIFIERS: Pacific-Rim; United-States-Constitution
IDENTIFIERS: *Bill-of-Rights

To celebrate the Bicentennial of the United States Constitution, this curriculum illustrates the concepts of the Constitution and Bill of Rights through events and issues of the Pacific Northwest. The eight units of the curriculum include constitutional visions, the trial of Hershel C. Lyon: an environmental dilemma, comparison of rights around the Pacific Rim, a whole language approach to law and literature, a bibliography, Japanese internment cases, a history of the Bill of Rights, freedom of speech, and self-incrimination. The unit on rights around the Pacific Rim requires students to compare individual rights across cultures and provides information on rights in the United States, Soviet Union, the Philippines, Mexico, Canada and China. For each unit, the curriculum guide explains the sources of the material, the need for resource persons, the number of class periods, a general description, and outcomes. The units include lesson plans which state the objectives, trace the procedures, and present student handouts. The lesson plans endeavor to stimulate student interest through interactive activities such as brainstorming, role plays, mock trials, small groups, and games. (JD)

BEST COPY AVAILABLE

ED385614

Macbeth,-Fiona; Fine,-Nic

Playing with Fire. Creative Conflict Resolution for Young Adults.

1995

ISBN-0-86571-306-5

Available From: New Society Publishers, 4527 Springfield Avenue, Philadelphia, PA 19143 (paperback: ISBN-0-86571-306-5, $23, add $3 to price of first copy and $0.75 for each additional copy; hardcover: ISBN-0-86571-306-7; New Society Publishers, P.O. Box 189, Gabriola Island, British Columbia, VORIXO, Canada (paperback: ISBN-1-55092-257-2; hardcover: ISBN-1-55092-256-4).

176 p.; Published in cooperation with The Leaveners/Leap Confronting Conflict and the National Youth Agency.

Document Not Available from EDRS.

DOCUMENT TYPE: Books (010); Guides - Non-classroom (055)

TARGET AUDIENCE: Practitioners

DESCRIPTORS: Anger-; Communication-Thought-Transfer; Conflict-Resolution; Creativity-; Emotional-Response; Interpersonal-Relationship; Social-Change; Violence-

DESCRIPTORS: *Adolescents-; *Problem-Solving; *Skill-Development; *Training-; *Young-Adults

IDENTIFIERS: *Mediation-Techniques

A training program is presented for helping teenagers and young adults deal creatively with interpersonal conflict and violence. It explores the dynamics of anger, hurt, conflict, communication, cooperation, and assertiveness as it teaches listening, mediation, and conflict-defusing skills. The manual consists of 10 sections, 8 of which form the 60-hour, 24-session training course. The Introduction and "Training for Trainers" are separate from the session descriptions in the course, but are vital reading for the trainers and a prerequisite to leading the course. Each of the eight course sections focuses on a different aspect of conflict and identifies skills and techniques for confronting and dealing with it. The first six course sections are practical. Each is named according to the stages a fire goes through before becoming a blaze. The analogy with fire throughout provides a clear and direct means of representing conflict that young people can understand. The seventh section, "Mediation," concentrates on mediation as a tool for conflict resolution and reconciliation. The eighth section, "Social Change," looks at the positive potential of the fire analogy within the context of social change and community action. Twenty reproducible handouts complement the 95 exercises presented in the course sections. (SLD)

ED394882

MacGregor,-Molly-Murphy

Women and the Constitution. Curriculum Unit.

National Women's History Project, Windsor, CA.

[1992]

Available From: National Women's History Project, 7738 Bell Road, Windsor, CA 95492.

62 p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DOCUMENT TYPE: Guides - Classroom - Teacher (052)

TARGET AUDIENCE: Teachers; Practitioners

DESCRIPTORS: Civil-Liberties; Constitutional-History; Curriculum-Development; Elementary-Secondary-Education; Females-; History-Instruction; Learning-Activities; Resource-Materials; Social-Studies; Units-of-Study

DESCRIPTORS: *Civil-Rights; *Constitutional-Law; *Law-Related-Education; *Sex-Discrimination; *United-States-History; *Womens-Studies

IDENTIFIERS: *United-States-Constitution

The purpose of this curriculum unit is to give students a better understanding of the history of the relationship between women and constitutional issues. The study of women and the United States Constitution is an important reminder of the complexity of a democracy. In the United States, even today, the ideology of freedom and justice is often blocked by traditionally held sexist and racist ideas that limit women's full participation as citizens. The content and activities in this unit can be integrated into a chronological study of U.S. history or they can be used exclusively to promote a more comprehensive understanding of women and the Constitution. In addition to narrative sections providing historic overviews of issues most important to women, the unit contains a chronology of women's legal and political history (1769-1987); a list defining the key concepts that have been part of the ongoing debate about rights; biographical sketches on the lives of the women mentioned in the unit; and a resource list of books for teachers and students interested in doing further research on the individuals and events covered in the unit. Excerpts from related newspaper stories, legislation, etc., are also included. (LH)

ED394857

Mackintosh,-Mary

Education Law Manual: An Advocate's Guide for New York State Parents and Professionals. Third Edition.

Student Advocacy, Inc., White Plains, NY.

1993

Available From: Student Advocacy, Inc., 297 Knollwood Rd., White Plains, NY 10607 ($42.50; includes postage).

136 p.

EDRS Price - MF01/PC06 Plus Postage.

DOCUMENT TYPE: Guides - Non-classroom (055); Legal/Legislative /Regulatory Materials (090)

TARGET AUDIENCE: Parents; Community; Teachers; Practitioners

DESCRIPTORS: Adult-Education; Civil-Liberties; Disabilities-; Laws-; Testing-

DESCRIPTORS: *Child-Advocacy; *Discipline-; *Law-Related-Education; *Legal-Problems; *School-Law; *Student-Rights

IDENTIFIERS: *New-York

As a service to the community to protect the legal rights of students, this manual is designed to provide the legal information New York state parents and professionals need in order to become more effective educational advocates. It is not intended as a definitive legal resource, but rather as a guide for structuring a legally sound argument to ensure that every student's educational rights are honored. The manual gives an overview of student educational entitlements and provides suggestions to assist advocates and parents in speaking on behalf of their children. It explains New York state and federal legislation and the judicial cases interpreting laws that comprise educational entitlement. The manual also presents guidance on bringing the art of negotiation to advocacy efforts. Specific issues treated include the right to education and compulsory education, mandatory testing and graduation requirements, access to records, school discipline, special instructional services, services for students with disabilities, and disciplinary exclusions of handicapped children. (LH)

ED395878
Madden,-Mary
Sentenced to Die: Capital Punishment and the Eighth Amendment. Teacher's Guide.
Close Up Foundation, Arlington, VA.
1995
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (35-minute videotape and this "Teacher's Guide": $59.95).
26 p.; Matching videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Civics-; Elementary-Secondary-Education; Instructional-Materials; Learning-Activities; Punishment-; Social-Studies; Teaching-Methods; Thinking-Skills; Violence-
DESCRIPTORS: *Citizenship-Education; *Civil-Liberties; *Constitutional-Law; *Crime-; *Law-Related-Education
IDENTIFIERS: Bill-of-Rights; Close-Up-Program; United-States-Constitution
IDENTIFIERS: *Capital-Punishment; *Eighth-Amendment
This teacher's guide is designed to accompany the three-part videotape "Sentenced to Die." The videotape and teacher's guide should help students to: (1) understand the history of the Eighth Amendment; (2) examine the controversy surrounding the death penalty; (3) compare and contrast differing viewpoints on capital punishment; and (4) develop informed opinions about the death penalty. The videotape and teacher's guide provoke questions such as: Would a "mature" society prohibit the death penalty in all forms, or is capital punishment necessary for justice? Do courts convict citizens unfairly or allow criminals too many appeals? The guide contains four activities that involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

EJ522274
Martin,-A.-John
Resources for Effective Implementation of Character Education.
1996
Update-on-Law-Related-Education; v20 n1 p44-46 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Guides - Non-classroom (055); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizenship-Education; Citizenship-Responsibility; Curriculum-Study-Centers; Elementary-Secondary-Education; Moral-Values; Resource-Materials; Social-Development; Social-Responsibility; Social-Values; Values-Clarification
DESCRIPTORS: *Educational-Resources; *Ethical-Instruction; *Instructional-Materials; *Law-Related-Education; *Moral-Development; *Values-Education
IDENTIFIERS: Character-Education-Partnership
Provides a selected list of workbooks and other curriculum materials to enhance character education instruction. Includes addresses and phone numbers for 13 research organizations such as the Ethics Resource Center and the Character Education Institute. (MJP)

ED394854
Massialas,-Byron; Jenkins,-Ann
Florida City & County Government. A Condensed Reference Version.
Florida Inst. of Government, Inc.; Florida League of Cities, Tallahassee.; Florida State Dept. of Education, Tallahassee.; Florida State Univ., Tallahassee.
1991
Available From: Local Government Curriculum Project, Florida League of Cities, P.O. Box 1757, Tallahassee, FL 32302-1757 ($20 plus state sales tax where applicable).
359 p.; For teacher handbook, see SO 024 895.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Instructional-Materials; Law-Related-Education; Local-Issues; Municipalities-; Secondary-Education; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Civics-; *Local-Government
IDENTIFIERS: *Florida-
Designed to serve as a reference tool on city and county government in Florida, this handbook consists of lessons that can be used by schools, community groups, newly elected officials, and libraries. These curriculum materials on Florida city and county governments specifically address the general purpose of local governments. Subject areas covered in the handbook include: (1) the foundations of local government, history, legal roles, home rule, and forms of local government; (2) local government services; (3) local government finances; (4) key offi-

cials and elections; (5) public participation in local government—influencing local government decisions, serving as members of local government boards and committees, careers in local government and running for local government; (6) current local government issues, water management, solid waste management, public safety and transportation; (7) growth management at the local government level; (8) municipal incorporation and boundaries. The handbook is supplemented with a 44-item bibliography, a glossary, a list of available videotapes, and an appendix titled, "Getting to Know Your City and County Governments." The handbook is not intended to be a comprehensive text on local government, rather it is an introduction to the study of city and county governments in Florida. (RJC)

ED338538
McClain,-Janet; And-Others
Celebrating the Bill of Rights and Constitutional Amendments: An Instructional Unit for Elementary Grades.
Northern Iowa Univ., Cedar Falls. Price Lab. School.
1991
Available From: Unit III Products, Price Laboratory School, University of Northern Iowa, 19th & Campus Street, Cedar Falls, IA 50613 ($25.00).
52 p.; For related materials, see ED 286 804 and SO 021 671.
Document Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Constitutional-Law; Elementary-Education; Learning-Activities; Social-Studies; Student-Educational-Objectives; Units-of-Study
DESCRIPTORS: *Constitutional-History; *Elementary-School-Curriculum; *Instructional-Materials; *United-States-History
IDENTIFIERS: *Bill-of-Rights; *United-States-Constitution
Designed to provide elementary teachers with practical materials for the study of the Bill of Rights and other amendments to the U.S. Constitution, each of the 10 lessons provided in the unit includes objectives, materials, procedure, and answer keys where needed. The 10 lessons are: (1) The Bill of Rights; (2) Amending the Constitution; (3) Rights and responsibilities; (4) A classroom constitution and bill of rights; (5) Minorities and the Constitution; (6) Women and the Constitution; (7) Twenty-six and counting: The ERA Amendment; (8) Bill of Rights timeline; (9) Celebrate Bill of Rights Day; and (10) Review/test. A 15-item bibliography and transparency masters are included. (DB)

ED375026
McClellan,-James
Libery, Order and Justice: An Introduction to the Constitutional Principles of American Government.
Center for Judicial Studies, Washington, DC.
SPONSORING AGENCY: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
1989
ISBN-0-940973-08-1; ISBN-0-940973-09-X
Available From: Center for Judicial Studies, P.O. Box 15449, Washington, DC 20003 (ISBN-0-940973-08-1, $16.95; ISBN-0-940973-09-X, teacher's manual).
396 p.; A small 16-page separately published "Teacher's Guide," keyed to the text of all seven parts, is appended.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Books (010)
TARGET AUDIENCE: Students; Teachers; Practitioners
DESCRIPTORS: Constitutional-History; Constitutional-Law; Instructional-Materials; North-American-History; Secondary-Education; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Justice-; *Law-Related-Education; *United-States-Government-Course
This publication on the constitutional principles of the U.S. Government consists of the textbook and teacher's guide. The textbook begins with a review of constitutionalism in antiquity, in early modern England, and in colonial America. Following sections outline the constitutional convention in Philadelphia, the principles of the constitution, and the debate over ratification. The final sections of the textbook elucidates the role of the constitution in U.S. history with chapters on Supreme Court interpretations and the ratification of amendments. Each chapter opens with an synopsis of the main points presented and closes with a presentation of several primary documents related to the topic. These documents include the Magna Charta, the English Bill of Rights, the Mayflower Compact, the Virginia Bill of Rights, the Constitution and all of its amendments, several of the Federalist Papers, the Northwest Ordinance, the Supreme Court decisions in Marbury v. Madison and Martin v. Hunter's Lessee, and other materials on constitutional history. The chapters also provide questions that test students' comprehension of the content. At the end of the textbook suggestions for a classroom project in which students become state representatives and participate in a constitutional convention are included. The teacher's guide explains a new approach to the study of U.S. government. It focuses on the constitutional framework that shapes and controls the political process. The textbook is summarized as a defense of the principle that, in order to achieve liberty, order, and justice, one must first establish limited constitutional government. The teacher's guide provides lesson plans for the textbook's seven parts, which include the history of constitutional government, the colonies' original constitutions, the Philadelphia Convention, the principles of the constitution, the ratification, the interpretations of the constitution, and the amendments added since 1791. The lesson plans call for research projects, essays, and discussion questions. Each plan includes recommendations for supplemental student reading. (JD)

EJ520839
McDowell,-Bruce-D.
The New Federalism: Current Trends in Intergovernmental Relations. Contemporary.
1995

Update-on-Law-Related-Education; v19 n3 p12-14 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Information Analyses - General (070); Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Compliance-Legal; Court-Litigation; Court-Role; Federal-Aid; Federalism-; Federal-Legislation; Municipalities-; Public-Policy; Secondary-Education; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Block-Grants; *Federal-Regulation; *Federal-State-Relationship; *Government-Administrative-Body; *Government-Role; *New-Federalism
IDENTIFIERS: Federal-Deficit; State-Constitutions; Unfunded-Mandates-Reform-Act-of-1995
Traces recent developments in federal/state relations including the shift in federal aid from places to people. Examines the change in federal influence from grants to regulations. Concludes with a discussion of the differences between Congressional and White House attempts to trim the federal budget. (MJP)

ED390730
McWhirter,-Darien-A., Ed.
Search, Seizure, and Privacy. Exploring the Constitution Series.
1994
ISBN-0-89774-854-9
Available From: Oryx Press, 4041 North Central at Indian School Road, Phoenix, AZ 85012-3397.
190 p.
Document Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Books (010)
TARGET AUDIENCE: Students
DESCRIPTORS: Citizenship-Education; Civil-Law; Controversial-Issues-Course-Content; Due-Process; Freedom-; Higher-Education; Laws-; Moral-Issues; Political-Issues; Public-Affairs-Education; Secondary-Education; Social-Problems; Social-Studies; Values-
DESCRIPTORS: *Civil-Liberties; *Civil-Rights; *Constitutional-Law; *Law-Related-Education; *Privacy-; *Search-and-Seizure
IDENTIFIERS: *United-States-Constitution
This book, part of the "Exploring the Constitution Series," provides a basic introduction to important areas of constitutional law. Each volume contains a general introduction to a particular constitutional issue combined with excerpts from significant Supreme Court decisions in that area. The text of the Constitution, a chronological listing of the Supreme Court justices, and a glossary of legal terms are included in each volume. The controversial topic of search and seizure is explored in this volume. The rights of citizens to be free from invasions of privacy and the needs of law enforcement to apprehend and prosecute criminals are explored in light of Supreme Court and lower court decisions in these areas. The eight chapters in this volume are: (1) "Introduction"; (2) "Protecting Property and Privacy"; (3) "Searching Homes and Businesses"; (4) "Searching and Seizing People in Public Places"; (5) "Searching and Seizing Automobiles and Baggage"; (6) "The Exclusionary Rule"; (7) "Privacy beyond Search and Seizure"; and (8) "The Fourth Amendment Today." (EH)

ED393713
Mertz,-Gayle
Diversity and the Law. Lawyers in the Classroom Series.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONSORING AGENCY: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
1995
ISBN-1-57073-133-0
Available From: American Bar Association, Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($10).
33 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Citizenship-Education; Civil-Rights; Court-Role; Cultural-Pluralism; Elementary-School-Curriculum; Elementary-Secondary-Education; Equal-Protection; Ethnic-Discrimination; Instructional-Materials; Racial-Discrimination; Religious-Discrimination; Secondary-School-Curriculum; Sex-Discrimination; Social-Studies; Teaching-Methods
DESCRIPTORS: *Equal-Education; *Law-Related-Education; *Lawyers-; *Minority-Groups; *Multicultural-Education
IDENTIFIERS: American-Bar-Association
IDENTIFIERS: *United-States-Constitution
Providing legal perspectives on multiculturalism, this curriculum guide assists lawyers making classroom presentations and teachers at all levels. This booklet contains lesson plans and ancillary materials on the topic of "Diversity and the Law," for three different levels of students: elementary grades 4-6 (Level A), middle school grades 6-8 (Level B), and high school grades 9-12 (Level C). The level is identified near the page number. Additionally, each grade level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the student (a pencil). At the beginning of each level a chart of materials is provided, along with photocopying instructions. Overhead transparencies can be made of the main activity pages (marked by all three icons). The elementary school curriculum provides students with a working knowledge of the concepts of majority and minority status and the application of this knowledge to legal issues. Students learn that majority status changes with different situations and that individuals sometimes become members of a group by choice and sometimes by circumstance. The lesson thus introduces the concept of diversity. After students name groups of people they think should be legally protected, the lesson outlines groups that are protected by law and the protections they are given. Finally, students discuss the importance of protecting minority rights. The secondary school curriculum focuses on attempts to desegregate U.S. society, specifically in public education, as well as efforts to segregate schools to benefit certain groups. Students first examine the increasing diversity of the U.S. population and the

development of governmental acknowledgment of diversity. They then examine U.S. Supreme Court decisions and legislative acts defining the constitutionality of classifying students in public schools. They conclude by evaluating proposals to segregate students to "benefit" certain groups ("group-exclusive public schools"). In addition to lesson plans, the booklet contains transparency masters, instructions for a student forum, suggested activities for teachers after the lawyer's visit, puzzles, and other exercises for students. (LH)

EJ522271
Mertz,-Gayle
Quotations, Core Values, and Storytelling. Teaching Strategy.
1996
Update-on-Law-Related-Education; v20 n1 p33-35 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Behavior-; Citizenship-Education; Citizenship-Responsibility; Interdisciplinary-Approach; Lesson-Plans; Middle-Schools; Secondary-Education; Social-Responsibility; Student-Characteristics; Values-Clarification
DESCRIPTORS: *Ethical-Instruction; *Law-Related-Education; *Moral-Values; *Social-Values; *Story-Telling; *Values-Education
IDENTIFIERS: *Aspen-Declaration
Describes a lesson plan that utilizes stories and quotes to facilitate a discussion concerning behavior and character. Students chose material that illustrates certain character traits (fairness and justice, respect). A worksheet assignment contains relevant and stimulating questions. (MJP)

EJ520848
Mertz,-Gayle; Mertz,-David
Proposed Federal Gun-Control Amendment. Student Forum.
1995
Update-on-Law-Related-Education; v19 n3 p45-49 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Citizenship-Education; Compliance-Legal; Court-Litigation; Court-Role; Debate-; Government-Administrative-Body; Governmental-Structure; New-Federalism; Public-Policy; Role-Playing; Secondary-Education; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Federal-Legislation; *Federal-Regulation; *Federal-State-Relationship; *Government-Role; *Law-Related-Education; *School-Safety
IDENTIFIERS: *Gun-Control
Presents an outline for a student-run forum on a proposed federal gun control amendment. Procedures include mandatory reading assignments and researching the issue. Students roleplay fictional representative characters and later facilitate discussions. Concludes with a vote on the amendment. (MJP)

ED390793
Miller,-Linda-Karen
Misfiring on the Second Amendment in America's Textbooks.
1992
155 p.
EDRS Price - MF01/PC07 Plus Postage.
DOCUMENT TYPE: Reports - Descriptive (141)
DESCRIPTORS: Civil-Liberties; History-Textbooks; Media-Research; Textbook-Bias; Textbook-Evaluation; United-States-Government-Course; United-States-History
DESCRIPTORS: *Constitutional-History; *Content-Analysis; *Textbook-Content; *Textbook-Research; *Textbooks-
IDENTIFIERS: United-States-Constitution
IDENTIFIERS: *Second-Amendment
This report examines the portrayal of the Second Amendment of the Constitution (the right to keep and bear arms) in U.S. history and U.S. government textbooks. The document contends that not only were there numerous errors and misrepresentations of facts, but also there were many omissions of various events throughout history. Further research showed that the history of the second amendment virtually was omitted from the texts. The guiding questions of the research included: (1) How accurately and comprehensively do senior high school U.S. history and U.S. government textbooks portray the Second Amendment and the circumstances of its adoption?; (2) When the Second Amendment is included, how much emphasis is given to it compared to other amendments?; and (3) How thoroughly and accurately do the textbooks portray the courts' interpretation of the Second Amendment? Content analysis was conducted for 24 senior high school U.S. history and 8 U.S. government textbooks for all events relating to the Second Amendment. fourteen areas of historical events, legislation, and judicial decisions were examined to determine the accuracy of the coverage of the topic. The study concludes that the textbooks omit important historical and judicial precedents that would give students an accurate portrayal of the evolution of the Second Amendment and subsequent judicial opinions, without which the amendment seems to have sprung from an intellectual vacuum. Contains 30 references. (EH)

EJ522267
Minkler,-John
Youth Citizenship Awards Program. Teaching Strategy.
1996
Update-on-Law-Related-Education; v20 n1 p20-22 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizen-Participation; Citizenship-Responsibility; Civics-; Current-Events; Lesson-Plans; Middle-Schools; Moral-Values; Secondary-Education; Service-Learning; Social-Responsibility; Social-Values; Values-Clarification; Values-Education
DESCRIPTORS: *Citizenship-Education; *Ethical-Instruction; *Law-Related-Education; *Public-Affairs-Education; *Public-Service; *Student-Projects

Describes a service learning project where students identify a real political problem, research related issues, and propose a solution. Members of the U.S. Congress and county offices of education have created corresponding awards programs. Includes procedures for creating a local project. (MJP)

EJ522202
Mohatt,-Everett
Using National Standards for H.S. History and Civics: A Teacher's Perspective.
1995
Social-Studies-Review; v35 n1 p24-29 Fall 1995
ISSN-1056-6325
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizen-Participation; Curriculum-Enrichment; Democratic-Values; Educational-Objectives; Educational-Quality; Law-Related-Education; Parent-Role; Secondary-Education; Social-Responsibility; Social-Studies; Student-Needs; Teacher-Effectiveness
DESCRIPTORS: *Citizenship-Education; *Civics-; *Classroom-Techniques; *Instructional-Innovation; *Public-Affairs-Education; *Standards-
IDENTIFIERS: *National-Standards-for-Civics-and-Government
Elaborates on specific ways that the National Standards can improve high school civics education. Suggests three interrelated key approaches: adapting the standards to current textbooks, making the course practical for each individual student, and utilizing activities to involve the whole class. (MJP)

ED395880
Monk,-Linda-R., Ed.; Edwards,-Amy-N.
Focus on Government Video Series. Teacher's Guide.
Close Up Foundation, Arlington, VA.
1994
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (four 12-minute videotape and this accompanying "Teacher's Guide": $29.95
each or $100 for set of four).
33 p.; Matching videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Civics-; Elementary-Secondary-Education; Government-Role; Instructional-Materials; Law-Related-Education; Learning-Activities; Press-Opinion; Thinking-Skills
DESCRIPTORS: *Constitutional-Law; *Court-Role; *Federal-Government; *Legislators-; *Mass-Media-Role; *Presidents-of-the-United-States
IDENTIFIERS: Close-Up-Program; Supreme-Court
IDENTIFIERS: *United-States-Constitution
The "Focus on Government" video series consist of four parts: (1) "Congress and the Legislative Branch"; (2) "The Presidency and the Executive Branch"; (3) "The Supreme Court and the Constitution"; and (4) "The Media and Public Policy." Each of these parts is approximately twelve minutes long and consists of six to seven short segments about key topics. The teacher's guide is designed to help students learn more about the processes and principles of American government. The guide is composed of four lessons. The topics of the lessons correspond to the four videotapes. The videotapes and teacher's guide should help students to: (1) gain a deeper understanding of the three branches of American government, as well as the "fourth branch"—the media; (2) compare and contrast the responses of Washington experts on key topics involving the Congress, the President, the Supreme Court, and the media; and (3) develop their own opinions on critical issues in American government. The activities in each lesson provide students with a variety of educational experiences, many of which develop higher-order thinking skills. All of the activities involve class discussions or small-group work. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts under study. (LH)

ED395873
Monk,-Linda-R.; And-Others
The First Amendment: America's Blueprint for Tolerance. Student Edition [and] Teacher's Resource.
Close Up Foundation, Arlington, VA.
SPONSORING AGENCY: Freedom Forum, Reston, VA.
1995
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 ($7.95 plus shipping and handling).
158 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Learner (051)
TARGET AUDIENCE: Students
DESCRIPTORS: Civics-; Constitutional-History; Elementary-Secondary-Education; Freedom-of-Speech; Instructional-Materials; Social-Studies; State-Church-Separation; United-States-History
DESCRIPTORS: *Citizenship-Education; *Civil-Liberties; *Constitutional-Law; *Law-Related-Education
IDENTIFIERS: Bill-of-Rights; Close-Up-Program; United-States-Constitution
IDENTIFIERS: *First-Amendment; *Tolerance-
Designed to supplement students' study of the Bill of Rights and the First Amendment, this text can help them identify the First Amendment as a blueprint for a tolerant society. The introduction explains the purpose of the book and describes its contents. The first chapter discusses events leading to the First Amendment's creation. The chapter also demonstrates how tolerance is the Amendment's primary theme. The second, third, and fourth chapters address how specific Supreme Court cases related to freedom of religion, freedom of speech, and freedom of the press support the nation's goal of a tolerant society. The last chapter illustrates how citizens play a vital role in fostering

tolerance by ensuring constitutional values within their own communities. After reading the book and discussing specific issues, students should understand that by working together, people can build a more tolerant society. The teacher's resource provides a variety of instructional activities to help teachers make use of the accompanying student text. The activities and text can be integrated into and enhance courses such as U.S. history, government, civics, and law. Each unit includes student objectives, a list of terms and concepts, and classroom activities, some of which use case studies that focus on tolerance and the First Amendment. Student handouts accompany many of the activities. (LH)

EJ509193
Moore,-Wayne-D.
Taking a Stand for Speech.
1995
OAH-Magazine-of-History; v9 n2 p19-25 Win 1995
ISSN-0882-228X
Available From: UMI
Theme issue topic: "Taking a Stand in History."
DOCUMENT TYPE: Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Teachers; Researchers; Practitioners
DESCRIPTORS: Civil-Rights; Constitutional-Law; Court-Judges; Court-Litigation; Due-Process; Elementary-Secondary-Education; Federal-State-Relationship; History-Instruction; Law-Related-Education; News-Media; Social-Studies
DESCRIPTORS: *Civil-Liberties; *Colonial-History-United-States; *Constitutional-History; *Freedom-of-Speech; *Libel-and-Slander; *United-States-History
IDENTIFIERS: Adams-John; Jefferson-Thomas; Madison-James
IDENTIFIERS: *United-States-Constitution
Asserts that freedom of speech issues were among the first major confrontations in U.S. constitutional law. Maintains that lessons from the controversies surrounding the Sedition Act of 1798 have continuing practical relevance. Describes and discusses the significance of freedom of speech to the U.S. political system. (CFR)

ED395354
Morse,-Philip-S.; Ivey,-Allen-E.
Face to Face: Communication and Conflict Resolution in the Schools.
1996
ISBN-0-8039-6308-4
Available From: Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (paperback: ISBN-0-8039-6308-4, $14.95; clothbound: ISBN-0-8039-6307-6, $34.95).
115 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - General (050); Guides - Non-classroom (055)
TARGET AUDIENCE: Practitioners
DESCRIPTORS: Administrator-Role; Communication-Problems; Elementary-Secondary-Education; Interpersonal-Communication; Models-; Social-Control; Student-Attitudes; Violence-
DESCRIPTORS: *Communication-Skills; *Conflict-Resolution; *Educational-Environment; *Problem-Solving; *Student-Development; *Teacher-Student-Relationship
IDENTIFIERS: Communication-Styles; Conflict-Management; Confrontation-
IDENTIFIERS: *Communication-Strategies
Designed to help improve the staff-to-student communication style in schools, this book shows practitioners how to go from adversarial approaches to caring and helping—without losing control of the situation. The book offers time-tested methods that counselors and therapists have used successfully for years, methods that can be modified for diverse personalities and diverse schools. It presents definitive techniques to help get through the hardest school confrontations without anyone coming out a "loser." The book discusses how to (1) focus on what is really being said; (2) demonstrate that communication is caring and sharing, not lecturing; (3) develop effective questioning skills; (4) provide alternatives to violence using mediation; and (5) apply basic, learned skills to any school confrontation. The book concludes by elaborating a practical model which integrates communication skills and conflict resolution principles. (NKA)

ED393726
North Carolina Center for the Prevention of School Violence, Raleigh.; North Carolina Governor's Crime Commission, Raleigh.
School Violence. Let's Get It Out of Our System.
1994
Available From: Department of Crime Control and Public Safety, Governor's Crime Commission, 3824 Barrett Dr., Suite 303, Raleigh, NC 27609.
14 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Opinion Papers (120)
DESCRIPTORS: Citizenship-Education; Community-Programs; Elementary-Secondary-Education; Police-School-Relationship
DESCRIPTORS: *Crime-Prevention; *Law-Related-Education; *Public-Schools; *School-Security; *Violence-
IDENTIFIERS: School-Crime
IDENTIFIERS: *North-Carolina
This document identifies violence as a major problem in North Carolina public schools, with thousands of students and staff victimized every year. In 1994, 6,937 criminal incidents were reported to the State Board of Education; 6,897 students were involved in incidents on school property as offenders and 1,447 students were victimized. Additionally, 815 staff members were reported as victims. The governor has implemented programs involving schools and communities to help curb the problem. The state legislature has passed stricter laws and regulations to protect children and teachers from school violence. At the

direction of the governor of North Carolina, a prevention center designed for task forces to study and develop ways to prevent crime in schools has been opened. A public awareness campaign is in place to convince students of the hurt that violence causes. One solution identified as important was the use of an 800 number to seek information on how to curb violence in communities and schools. (JAG)

ED394866
North Carolina State Dept. of Public Instruction, Raleigh. Instructional Div.
Building a Foundation for Citizenship. Ideas for Developing Programs that Prepare Students for Life.
1995
183 p.
EDRS Price - MF01/PC08 Plus Postage.
DOCUMENT TYPE: Guides - Non-classroom (055)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Elementary-Secondary-Education; Ethics-; Instructional-Materials; Law-Related-Education; Social-Studies; State-Curriculum-Guides; Teaching-Methods; Values-Education
DESCRIPTORS: *Citizenship-Education; *Ethical-Instruction
IDENTIFIERS: *North-Carolina

Asserting that children should be educated to thoughts and visions that extend beyond self-interest to the broader public good, this North Carolina handbook provides guidelines and curricular approaches for implementing successful citizenship and character education programs. The philosophical underpinning of the recommendations is that these programs must encourage the development of a strong partnership involving school, home, and community. The handbook provides curricular connections between citizenship education and English language arts, guidance, healthful living, mathematics, science, social studies, and vocational education. These curricular connections illustrate the opportunities that are available for educators to integrate concepts such as respect for others, respect for law, and attributes of character into a variety of disciplines. The guidebook also contains a directory of organizations that provide citizenship and character education material and a select bibliography of books and articles useful for integrating ethics instruction into curricular areas. (LH)

ED395892
Nutter,-Lester-A., Comp.; Woolman,-David-C., Ed.
A Guide to Law Related Education Materials in the Curriculum Resources Center. Bibliography Series 1991, No. 2.
Rhode Island Coll., Providence. Curriculum Resources Center.
1991
47 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Reference Materials - Bibliographies (131)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Annotated-Bibliographies; Citizenship-Education; Elementary-Secondary-Education; Social-Studies
DESCRIPTORS: *Curriculum-Development; *Law-Related-Education
IDENTIFIERS: Rhode-Island-College

Designed to enhance law-related education (LRE) programs, this annotated bibliography provides a partial list of materials available at the Curriculum Resources Center (CRC) at Rhode Island College. Materials listed include those books, curriculum guides, media kits, student texts and workbooks, and professional texts which deal directly with the various laws that have an impact upon education and/or the operation of the general legal system itself. Not included are materials that deal with the "structures" of the system, i.e. the various legislative branches of government, except for the court system which is covered. A list of resource organizations and libraries is provided at the end of the guide. (LH)

EJ500244
O'Brien,-Joe
Divided We Stand? Teaching Strategy.
1995
Update-on-Law-Related-Education; v19 n1 p4-6,32 Win 1995
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Ethnic-Relations; History-Instruction; Minority-Groups; Multicultural-Education; Religious-Cultural-Groups; Secondary-Education; Social-Studies
DESCRIPTORS: *Cultural-Pluralism; *Ethnic-Groups; *Law-Related-Education; *Learning-Activities; *Teaching-Methods; *United-States-History

Maintains that each new generation strives to define itself and the nation. Presents a lesson plan focusing on legal issues and principles related to cultural diversity. Includes student objectives, step-by-step instructional procedures, and two student handout sheets. (CFR)

EJ493856
O'Rourke,-Timothy
Political Leadership: Six Lessons from the Founding Period.
1994
OAH-Magazine-of-History; v8 n4 p9-11 Sum 1994
ISSN-0882-228X
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141)
TARGET AUDIENCE: Teachers; Researchers; Practitioners
DESCRIPTORS: Citizen-Role; Civil-Liberties; Democracy-; Elementary-Secondary-Education; Federal-Government; Federalism-; Leadership-; Political-Science
DESCRIPTORS: *Citizenship-; *Constitutional-History; *Federal-State-Relationship; *Leadership-Qualities; *United-States-History
IDENTIFIERS: Bill-of-Rights; Federalist-Papers; Madison-James; Virginia-
IDENTIFIERS: *United-States-Constitution

Contends that much of the controversy of contemporary U.S. politics is a replay of the constitutional drama that occurred more than 200 years ago. Maintains that the roles of James Madison and Virginia in the writing and ratification of the U.S. Constitution provide six lessons for teachers and students. (CFR)

ED393711
Parachini,-Allan; And-Others
Prayer in School: An International Survey.
American Civil Liberties Union of Southern California, Los Angeles.
1995
23 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Reports - Research (143)
TARGET AUDIENCE: Researchers; Policymakers
DESCRIPTORS: Civil-Law; Comparative-Analysis; Constitutional-History; Constitutional-Law; Cross-Cultural-Studies; Democratic-Values; Elementary-Secondary-Education; Foreign-Countries; Government-Role; Government-School-Relationship; International-Studies; Law-Related-Education; Religious-Discrimination; Social-Science-Research; United-States-History
DESCRIPTORS: *Civil-Liberties; *Public-Schools; *School-Prayer; *State-Church-Separation
IDENTIFIERS: American-Civil-Liberties-Union; Bill-of-Rights; United-States-Constitution
IDENTIFIERS: *First-Amendment

Placing the debate in the United States over amending the Constitution to permit state-sanctioned school prayer in global perspective, this report analyzes the results of a survey of the school prayer policies of 72 countries. The report concludes that the vast majority of the major countries of the world, including Western Europe, Central America, and Asia, have rejected state-sanctioned prayer in their public school systems. Specifically, 70 countries have unified national policies concerning prayer, religious observance, and religious instruction in public schools. Of the 70, 11 countries (15.7%) have state-sanctioned school prayer periods in their schools in which children recite a single prayer together. Eight of the 11 are nations whose religious demographics are for more homogeneous than the United States. Several nations pointedly reject a national policy for such a system including Italy, Israel, and Iran. The report also summarizes the history of the separation of church and state in the United States. It argues that the Founders recognized that for religion to flourish here as they intended, the state would have to stay out of it. Imposing a constitutional amendment designating state-sanctioned prayer periods in the public schools, the report states, would in effect repeal the First Amendment, denigrate and eviscerate its history, and transform the public schools into arenas of religious rivalry. Detailed country-by-country results of this survey are presented in the attached addendum. (LH)

ED398153
Patrick,-John-J.
"The Great Chief Justice" at Home. Teaching with Historic Places. Lesson Plan No. 49.
National Park Service (Dept. of Interior), Washington, DC. National Register of Historic Places.; National Trust for Historic Preservation, Washington, D.C.
1995
ISBN-0-89133-323-1
Available From: National Trust for Historic Preservation, 1785 Massachusetts Avenue, NW, Washington, DC 20036.
18 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Federalism-; Judges-; Political-Science; Secondary-Education; Social-Studies; United-States-Government-Course
DESCRIPTORS: *Civics-; *Constitutional-History; *Court-Judges; *United-States-History
IDENTIFIERS: Supreme-Court
IDENTIFIERS: *Marshall-John

This lesson emphasizes the virtues underlying John Marshall's commitment to his duties as public official and member of a family. It is based on the National Register of Historic Places registration file "John Marshall House" and information from the John Marshall Foundation of Richmond, Virginia, and the Association for the Preservation of Virginia Antiquities. Materials for students include: (1) readings drawn from biographies and papers of John Marshall; (2) maps of Richmond and the Chesapeake Bay region; and (3) photographs of the exterior and interiors of the John Marshall House. The lesson can be used with units on the Marshall Court during the Early National Period and provides a personal touch with elements of social history to enrich the usual legalistic treatments of John Marshall in standard U.S. history courses. The readings focus on: (1) "John Marshall at Home"; (2) "A Black Robe - Symbol of Civic Virtue and Constitutional Principles"; (3) "A Locket and a Strand of Hair - Symbols of Love and Family"; and (4) "John Marshall on 'My Dearest Polly'." (EH)

ED393739
Patrick,-John-J., Ed.
Founding the Republic: A Documentary History. Primary Documents in American History and Contemporary Issues Series.
1995
ISBN-0-313-29226-4; ISSN-1069-5605
Available From: Greenwood Press, 88 Post Road West, Westport, CT 06881.
272 p.
Document Not Available from EDRS.
DOCUMENT TYPE: Books (010); Historical Materials (060)
TARGET AUDIENCE: Teachers; Researchers; Practitioners
DESCRIPTORS: Archives-; Elementary-Secondary-Education; Federal-Government; Social-Studies

DESCRIPTORS: *Constitutional-History; *Federalism-; *Political-Science; *United-States-History
IDENTIFIERS: Republic-
This book seeks to establish a broader picture of the issues that confronted those who framed the U.S. Government during the founding period. This collection of primary historical documents shows how the founders arrived at consensus from the many conflicting viewpoints that characterized the debate on establishing the constitutional republic. A chronology of major events opens the work, which is organized topically into seven sections with each section prefaced by an introductory essay. The essay presents the main theme, ideas, and issues, and it establishes a context for the documents that follow. Each document is preceded by an explanatory headnote, which includes questions to guide the reader's analysis and appraisal of the primary source. Each section ends with a select bibliography. This book is a basic research and debate tool for use in school and public libraries and secondary school classrooms. Sixty documents are included in this text. (EH)

EJ528540
Peters,-Mary-M.; Bjorklun,-Eugene-C.
Torts and Tales. Teaching about Personal Injury Law in the Primary Grades.
1996
Social-Studies-and-the-Young-Learner; v8 n4 p5-8 Mar-Apr 1996
ISSN-1056-0300
Available From: UMI
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Civics-; Civil-Law; Court-Litigation; Learning-Activities; Primary-Education; Units-of-Study
DESCRIPTORS: *Childrens-Literature; *Interdisciplinary-Approach; *Law-Related-Education; *Legal-Responsibility; *Social-Studies; *Torts-
Uses examples from children's literature to develop a beginning understanding of concepts related to various types of civil injury law. Examples include "The Cat in the Hat," illustrating respect for others and private property, and "Peter Rabbit," revealing the concept of conversion. Includes discussion questions and activities. (MJP)

ED386652
Pettit,-Nancy
Improving Behavior of Middle School Students through a Conflict Resolution Program for Sixth-Grade.
1995
113 p.; Ed.D. Practicum paper, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
DOCUMENT TYPE: Dissertations /Theses - Practicum Papers (043); Tests /Questionnaires (160)
DESCRIPTORS: Grade-6; Intermediate-Grades; Middle-Schools; Peer-Counseling; Small-Towns; Violence-
DESCRIPTORS: *Conflict-Resolution; *Student-Behavior; *Teacher-Role
IDENTIFIERS: *Middle-School-Students
The purpose of this practicum was to resolve conflict in a peaceful and constructive manner in the sixth-grade. Students participated in a conflict resolution and peer mediation program designed to enable friendships to grow and to reduce the number of violent acts within the school setting. Thirty students initially began in the program. During the mediation training period, four students withdrew from school, and after peer mediation graduation, one student was admitted to the program. At the end of the eight month implementation period 10 out of 15 mediation cases were resolved peacefully. All students participating in the program enjoyed being peer mediators, and many expresses a desire to be peer mediators the following year. Participants' parents or guardians and their teachers evaluated the program after 8 months. The majority expressed positive comments on the survey. Appendices provide mediator forms, parent and teacher surveys, parent participation guides, and various supplemental materials. Three tables provide the results of the parent and teacher surveys. (Author/SR)

ED388553
Price,-Joseph-R.
Education Law Research: A How to Guide for the Have to Attorney.
1995
58 p.
EDRS Price - MF01/PC03 Plus Postage.
DOCUMENT TYPE: Guides - Non-classroom (055)
TARGET AUDIENCE: Researchers; Community
DESCRIPTORS: Databases-; Elementary-Secondary-Education; Higher-Education; Private-Education; Public-Education; Reference-Materials; Resource-Materials
DESCRIPTORS: *Law-Related-Education; *Laws-; *Research-Tools; *School-Law
IDENTIFIERS: *Legal-Research
The focus of this guide is on primary and secondary education law, both public and private. The guide is designed to assist the inexperienced education legal researcher through an efficient research process, making use of the variety of legal resources available in today's law libraries. The guide's introduction offers a brief overview of education law as a field of legal authority. "Beginning Your Research," Step 1 discusses a variety of general reference materials and strategies that may be used in identifying pertinent legal resources. Step 2, "Narrowing Your Search" suggests common areas of research in education law and controlling authorities therein. It also points to additional resources that may be of particular use for finding specific points of law and on-line databases that are available for similar use. Step 3, "Fine Tuning Your Search," recommends non-traditional resource tools and final steps to take in concluding the search. Appendices include copies of tables and directories suggested for use in the main text. (LH)

ED396986
Remy,-Richard-C., Ed.; Strzemieczny,-Jacek, Ed.
Building Civic Education for Democracy in Poland.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Council for the Social Studies, Washington, D.C.
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.; Ohio State Univ., Columbus. Mershon Center.
1996
ISBN-0-87986-069-3
Available From: National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016.
268 p.
EDRS Price - MF01/PC11 Plus Postage.
DOCUMENT TYPE: Books (010); Collected Works - General (020); Information Analyses - ERIC IAP's (071)
DESCRIPTORS: Civics-; Comparative-Education; Foreign-Countries; Global-Education; Higher-Education; Law-Related-Education; Multicultural-Education; Political-Attitudes; Political-Science
DESCRIPTORS: *Citizenship-; *Citizenship-Education; *Democracy-
IDENTIFIERS: *Poland-
This book provides a reflective analysis of the effort since 1991 of a group of Polish and U.S. educators to develop civic education programs for schools and teachers in Poland. The book contains 13 chapters and three appendices. Chapters include: (1) "Principles of Democracy for the Education of Citizens in Former Communist Countries of Central and Eastern Europe" (John J. Patrick); (2) "Essential Economics for Civic Education in Former Communist Countries of Central and Eastern Europe" (Steven L. Miller); (3) "Poland After the Democratic Revolution: Challenges for Civic Education" (Marta Zahorska-Bugaj); (4) "Education for Democratic Citizenship in Poland: Activities and Assumptions" (Richard C. Remy; Jacek Strzemiecnzy); (5) "The Curriculum Seminar: A Strategy for Developing Instructional Materials" (Richard C. Remy); (6) "Establishing Polish Centers for Civic and Economic Education" (Phillip J. VanFossen; Jacek Kowalski; Richard C. Remy); (7) "A Teacher Education Course: 'The School in Democratic Society'" (Barbara Malak-Minkiewicz); (8) "The Role of Cross-Cultural Experience in Developing a Teacher Education Course" (Gregory E. Hamot); (9) "Support for Democracy and a Market Economy Among Polish Students, Teachers, and Parents" (Kazimierz M. Slomczynski; Goldie Shabad); (10) "Reflections on the Education for Democratic Citizenship in Poland Project: An American's Perspective" (Sandra Stotsky); (11) "Polish and American Collaboration Through EDCP: Accomplishments from the Polish Perspective" (Jacek Strzemieczny); (12) "Toward Constitutional Democracy in Central and Eastern Europe" (A. E. Dick Howard); and (13) "The Future of Democracy" (Charles F. Bahmueller). Appendixes include a list of EDCP (Education for Democratic Citizenship in Poland) Publications, a list of documents related to EDCP, and an overview of the education system in Poland. Contains a list of ERIC resources and information on contributors. (HE)

ED394871
Renner,-K.-Edward; Yurchesyn,-Kathaleen-A.
Sexual Robbery: The Missing Concept in the Search for an Appropriate Legal Metaphor for Sexual Aggression.
[1992]
11 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Reports - Research (143); Legal /Legislative /Regulatory Materials (090)
DESCRIPTORS: College-Curriculum; Females-; Foreign-Countries; Higher-Education; Law-Related-Education; Violence-
DESCRIPTORS: *Criminal-Law; *Rape-; *Victims-of-Crime
IDENTIFIERS: Canada-; Dalhousie-University-Nova-Scotia
Political efforts by feminists in the 1970s and early 1980s resulted in the redefinition of rape as physical assault in Canada's 1983 rape law in the Criminal Code. This paper argues that treating a woman's sexuality as "property," as did the rape law prior to 1983, was correct. Redefining rape as sexual assault, and measuring the severity of the crime by the level of physical violence, established the legal and social expectation that the woman must be injured to be a "legitimate" victim. While suggesting rape is akin to robbery means that a woman's sexuality is treated as property, the study believed it would achieve reform by shifting ownership from the domain of a male, as was the case under the old law, to the woman herself. Robbery implies the use or threat of force, but unlike assault, does not require harm to the victim as evidence of the robbery. The document examined every case of sexual assault, physical assault, and robbery that appeared before the Halifax Law Courts between 1983 and 1988 to evaluate the proposition that conceptualizing the essence of sexual aggression as "assault" has failed and that "robbery" may be more appropriate. The article provokes discussion about the nature of rape and societal and legal responses to it in law-related education (LRE) settings at secondary, college, or adult education levels. (LH)

ED382785
Revis,-Emma
Schools Achieving Gender Equity.
1995
131 p.
EDRS Price - MF01/PC06 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Behavioral-Objectives; Educational-Legislation; High-Schools; Law-Related-Education; Learning-Activities; Lesson-Plans; Sex-Bias; Sexual-Identity; State-Legislation
DESCRIPTORS: *Compliance-Legal; *Nontraditional-Occupations; *Sex-Discrimination; *Sex-Fairness; *Sexual-Harassment; *Vocational-Education
IDENTIFIERS: Kentucky-Education-Reform-Act-1990
IDENTIFIERS: *Kentucky-
This guide is designed to assist teachers presenting the Schools Achieving Gender Equity (SAGE) curriculum for vocational education students, which was developed to align gender equity concepts with the Kentucky Education Reform Act (KERA). Included in the guide are lesson plans for classes on the follow-

ing topics: legal issues of gender equity, gender-fair job interviews, traditional versus nontraditional gender occupations, sexual discrimination and harassment in the workplace, gender identity and gender equity, gender images projected in the media, gender equity and social etiquette, myths and subconscious behaviors that promote sexism, providing a gender-equitable environment of the next generation, and gender-equitable standards of behavior. Each lesson plan contains some or all of the following: essential questions; KERA goal; academic expectation; culminating performance; student organization project; lesson outcomes; suggested resources; outline of lesson topics and learning experiences (lesson initiation and closure activities; critical thinking, integrated, and cooperative learning activities; portfolio writing assignment; class recitation; and assessment activity); supplementary learning activities; and performance assessment materials. Concluding the guide are a copy of the Kentucky Holistic Scoring Rubric and a list of seven resource organizations and their addresses. (MN)

EJ518654
Riley,-Richard
Common Ground on Religion. From the Desk of the Secretary of Education.
1995
Teaching-PreK-8; v26 n2 p6 Oct 1995
ISSN-0891-4508
Available From: UMI
DOCUMENT TYPE: Opinion Papers (120); Journal Articles (080)
DESCRIPTORS: Administrator-Guides; Administrator-Responsibility; Administrators-; Freedom-of-Speech; Religious-Discrimination; School-Prayer; Student-Rights; Teacher-Guidance; Teachers-
DESCRIPTORS: *Civil-Liberties; *Civil-Rights; *Religious-Factors; *State-Church-Separation
IDENTIFIERS: Bill-of-Rights; Constitutional-Amendments; First-Amendment; Religious-Freedom; Religious-Practices; Religious-Publications; United-States-Constitution
Outlines current federal Department of Education guidance to public school administrators and teachers on the extent to which religious expression and activities are permitted on school grounds and in the classroom. (ET)

ED385388
Rowicki,-Mark-A.; Martin,-William-C.
Fighting Violence without Violence.
[1994]
7 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Opinion Papers (120)
DESCRIPTORS: Crime-Prevention; Elementary-Secondary-Education; Parent-Associations; Parent-Participation; Parent-Role; Parent-School-Relationship; Peer-Influence; Volunteers-
DESCRIPTORS: *Conflict-Resolution; *School-Safety; *School-Security; *Student-Behavior; *Violence-
IDENTIFIERS: Conflict-Management; Safe-Schools-Act-1993; Student-Assistants
IDENTIFIERS: *Parent-Teacher-Association; *Peer-Mediation
Violence is becoming the number one problem in United States schools. Approximately 20 percent of high school students regularly carry guns and other weapons. Several nonviolent measures are appropriate to reduce violence in schools; but only the implementation of multiple ideas and measures, not "quick fix" solutions, will curb violence. Peer mediation, a program in which selected students are trained as mediators to help their peers in resolving conflicts before violence erupts, may be one important measure. Research asserts the effectiveness of letting children resolve their own conflicts. Another violence-reducing measure is the elimination of school lockers, which serve as hiding places for weapons and contraband and also as congregating places where violent confrontations can start. An active Parent Teacher Association (PTA) could also have a profound impact on school violence. One way for parents to help is to create "safe houses" where students can feel safe from violence on their way home from school. Parents could also volunteer to patrol hallways, cafeterias, bathrooms, and school grounds, and to staff phone lines for unsupervised children who need help or guidance. Another measure is the federal government's Safe Schools Act of 1993, which sets aside funds for qualifying high-crime school districts. Not every method will work in every situation, therefore each school and district needs to evaluate its own situation and determine what will work best for it. (BCG)

ED395883
Sass,-Charles-R.
Exploring Race and Affirmative Action. Teacher's Guide.
Close Up Foundation, Arlington, VA.
1996
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (30-minute videotape and this "Teacher's Guide": $59.95).
28 p.; Matching videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Civics-; Discriminatory-Legislation; Elementary-Secondary-Education; Instructional-Materials; Law-Related-Education; Learning-Activities; Racial-Integration; Social-Studies; Teaching-Methods; Thinking-Skills; United-States-History
DESCRIPTORS: *Affirmative-Action; *Civil-Liberties; *Constitutional-Law; *Equal-Protection; *Minority-Groups; *Racial-Segregation
IDENTIFIERS: Close-Up-Program; Fourteenth-Amendment
IDENTIFIERS: *United-States-Constitution
Designed to help students better understand the controversial issue of affirmative action, this teacher's guide supplements the thirty-minute instructional videotape of the same name. The videotape explores the history of affirmative action in the United States, including its successes, failures, and future. The videotape and the teacher's guide should help students to: (1) trace the history of the civil rights movement and the development of affirmative action; (2) understand the goals of affirma-

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tive action and the program's implications for Americans; (3) compare and contrast the perspectives and viewpoints Americans have about affirmative action; and (4) develop informed opinions about affirmative action. The guide contains four activities that involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED395879
Sass,-Charles-R.
We the People: The President and the Constitution. Instructor's Guide.
Close Up Foundation, Arlington, VA.
SPONSORING AGENCY: Commission on the Bicentennial of the United States Constitution, Washington, DC.
1993
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (119-minute, five-part videotape and this Guide: $79.95).
46 p.; Prepared in conjunction with the Trust for the Bicentennial of the United States Constitution. Matching videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Civics-; Elementary-Secondary-Education; Law-Related-Education; Learning-Activities; Thinking-Skills
DESCRIPTORS: *Constitutional-History; *Constitutional-Law; *Federal-Government; *Instructional-Materials; *Presidents-of-the-United-States; *United-States-History
IDENTIFIERS: Carter-Jimmy; Close-Up-Program; Ford-Gerald-R; Nixon-Richard-M; Reagan-Ronald; United-States-Constitution

This teacher's guide is designed to accompany the five-part videotape, "We the People: The President and the Constitution." The videotape draws on interviews with four of the five most recent presidents: Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan. The videotape examines issues including: (1) the criteria each president employed when choosing advisers; (2) the rivalry between the executive and legislative branches of government; (3) the role of the president in the formulation and execution of foreign policy; and (4) the role of president in domestic affairs. The teacher's guide will help students learn about presidential power and understand the intricate workings of the office of the president. The activities in each of the five lessons provide a variety of educational experiences for students, many of which develop higher-order thinking skills. All of the activities involve class discussions or small-group work. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts under study. (LH)

ED394876
Savage,-Tom-V.; Armstrong,-David-G.
Effective Teaching in Elementary Social Studies.
1996
ISBN-0-13-370826-8
Available From: Prentice-Hall, Inc., A Simon & Schuster Company, Englewood Cliffs, NJ 07632.
557 p.
Document Not Available from EDRS.
DOCUMENT TYPE: Books (010); Opinion Papers (120); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Education-Courses; Elementary-Education; Geography-Instruction; History-Instruction; Justice-; Law-Related-Education; Preservice-Teacher-Education
DESCRIPTORS: *Elementary-School-Curriculum; *Global-Education; *Multicultural-Education; *Social-Studies; *Teacher-Education

This book is designed for use in elementary social studies methods classes, as a source for discussion in advanced curriculum classes, and as a personal reference for elementary social studies teachers. This book has four major divisions with each division offering a list of lesson ideas. Part 1, "Contexts for the Social Studies," includes: (1) "Defining The Social Studies"; (2) "The Content Sources: History, Geography, and Economics"; (3) "The Content Sources: Political Science, Sociology, Anthropology, and Psychology"; and (4) "Planning For Instruction." Part 2, "Fundamental Approaches To Instruction," contains: (1) "Concepts, Generalizations, and Individualized Learning"; (2) "Group Learning"; (3) "Developing Thinking Skills"; and (4) "Developing Prosocial Behavior." Part 3, "A Selection Of Themes" includes: (1) "Law-Related Education"; (2) "Global Education"; (3) "Multicultural and Gender-Equity Education"; and (4) "Environmental and Energy Education." Part 4, "Supporting And Assessing Social Studies Learning," contains: (1) "Technology and the Social Studies"; (2) "Understanding Map and Globe Skills"; (3) "Social Studies and the Integrated Curriculum"; (4) "Social Studies for Limited English Proficient Learners"; and (5) "Evaluating Learning." (EH)

ED398087
Schrumpf,-Fred; And-Others
Peer Mediation. Conflict Resolution in Schools. Program Guide.
1991
ISBN-0-87822-330-4; ISBN-0-87822-331-2
Available From: Research Press, 2612 North Mattis Avenue, Champaign, IL 61821 (Program Guide: ISBN-0-87822-330-4, $23.95; Student Manual: ISBN-0-87822-331-2, $9.95).
151 p.
Document Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051)
TARGET AUDIENCE: Teachers; Administrators; Practitioners; Students

DESCRIPTORS: Communication-Thought-Transfer; Discipline-; Elementary-Secondary-Education; Instructional-Materials; Social-Studies
DESCRIPTORS: *Citizenship-Education; *Conflict-Resolution; *Law-Related-Education
IDENTIFIERS: *Peer-Mediation
This program guide for the middle and high school levels contains the student manual which is also published separately. Teachers and administrators are advised on how to implement a peer mediation program, which is designed as an alternative for conflict resolution. The peer mediation approach presented here assumes that conflict is a normal and positive force that can accompany personal growth and social change. To deal with conflict, a trained peer mediator facilitates a process of communication and problem solving. The program has as its goals the development of student leadership and a healthy school climate. After suggesting ways to explain to students the sources of conflict, the guide provides lesson plans and student exercises that train mediators to fulfill the six steps toward conflict resolution: (1) opening the session; (2) gathering information; (3) focusing on common interests; (4) creating options; (5) evaluating options and choosing a solution; and (6) writing the agreement. For each step, the guide offers advice for role-playing activities and handouts that guide students in the process. Appendices include sample documents to assist in implementing the program such as parental notification forms and evaluation sheets; boundary breakers and closure activities; a 17-item bibliography; and a glossary. (JD)

EJ483297
Shepherd,-Kathleen-K.
Stemming Conflict through Peer Mediation.
1994
School-Administrator; v51 n4 p14-17 Apr 1994
ISSN-0036-6439
DOCUMENT TYPE: Reports - Evaluative (142)
DESCRIPTORS: Elementary-Secondary-Education; Public-Education; School-Safety
DESCRIPTORS: *Conflict-Resolution; *Intervention-; *Peer-Acceptance; *Student-Responsibility; *Violence-
IDENTIFIERS: Firearms-
IDENTIFIERS: *Peer-Mediation
To disrupt the escalating "arms race" between violent students and their schools, at least 5,000 U.S. elementary and secondary schools now use 1 of several conflict resolution models, including peer mediation, comprehensive whole-school programs, and curricular approaches (violence prevention and law-related education) designed for at-risk adolescents. Students often apply these skills to off-campus situations. (MLH)

ED394869
Shultz,-Wendy-L.; And-Others
"Reinventing Courts for the 21st Century": Designing a Vision Process. A Guidebook to Visioning and Future Thinking within the Court System.
Hawaii Research Center for Futures Study, Honolulu.; Institute for Alternative Futures, Alexandria, VA.; National Center for State Courts, Denver, Colo.
SPONSORING AGENCY: State Justice Inst., Alexandria, VA.
1993
ISBN-0-89656-127-5
Available From: Institute for Alternative Futures, 100 North Pitt Street, Suite 235, Alexandria, VA 22314-3108.
153 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Reports - Descriptive (141)
TARGET AUDIENCE: Researchers
DESCRIPTORS: Court-Role; Courts-; Higher-Education; Institutions-; Law-Related-Education
DESCRIPTORS: *Futures-of-Society; *Long-Range-Planning; *State-Courts
Designed to facilitate effective planning by state courts for the future, this guidebook is the heart of the State Justice Institute's "Vision for the Courts" project. Its primary purpose is building state court capacity to draft clear, inspiring, and compelling descriptions of a "preferred future"—a future that its authors and proponents want to create. The guidebook introduces future thinking and vision development. It highlights the interaction between vision thinking and organizational morale, productivity, and creativity. The guidebook also outlines procedures for developing an effective vision workshop and methods to continue and expand vision development beyond a workshop. The book contains six appendices, providing sample materials for a vision workshop, quotations about visioning the future, reference to additional works on vision, and a list of participants from the Courts Vision Process Design Workshop. The educational community would find the issues raised by this guidebook useful in a law-related education setting. (LH)

EJ522201
Smith,-Dana-James
A Teacher's Thoughts on Grades 5-8 Citizenship: The Role of the Civics and Government Standards.
1995
Social-Studies-Review; v35 n1 p20-23 Fall 1995
ISSN-1056-6325
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizen-Participation; Class-Activities; Classroom-Techniques; Constitutional-History; Curriculum-Enrichment; Educational-Quality; Instructional-Innovation; Middle-Schools; Public-Affairs-Education; Role-Playing; Social-Responsibility; Social-Studies; Teacher-Effectiveness
DESCRIPTORS: *Citizenship-Education; *Civics-; *Democratic-Values; *Educational-Objectives; *Law-Related-Education; *Standards-
IDENTIFIERS: Blooms-Taxonomy; California-History-Social-Science-Framework-1988

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IDENTIFIERS: *National-Standards-for-Civics-and-Government

Discusses the National Standards use of Bloom's Taxonomy and how it relates to increasing levels of expectations for students. Includes several examples illustrating middle school level expectations, such as distinguishing between governments with a constitution and constitutional governments. Maintains that effective civics education can offset students' feelings of powerlessness. (MJP)

ED392679
Social Science Education Consortium, Inc., Boulder, Colo.
Youth for Justice: 1995 Youth Summit Compendium.
1995
277 p.
EDRS Price - MF01/PC12 Plus Postage.
DOCUMENT TYPE: Information Analyses - General (070)
DESCRIPTORS: Citizen-Participation; Citizenship-Education; Civics-; Civil-Rights; Constitutional-History; Elementary-Secondary-Education; Government-Administrative-Body; Governmental-Structure; Government-Role; Juvenile-Justice; Political-Science; Social-Problems
DESCRIPTORS: *Constitutional-Law; *Justice-; *Law-Related-Education

This paper describes the activities of the Youth for Justice programs nationwide. Youth for Justice is a unique national initiative that uses the power of active learning about the law to build upon the vitality of young people and to address the risks of being young in American society today. Youth for Justice involves young people in law-related education programs that address national problems, particularly violence by and against youth. Youth for Justice's five cooperating national organizations—American Bar Association Special Committee on Youth Education for Citizenship, Center for Civic Education, Constitutional Rights Foundation, National Institute for Citizen Education in the Law, and Phi Alpha Delta Public Service Center—support a national network of state and local leaders representing every state. Youth for Justice builds partnerships among legal, educational, governmental, and community groups to initiate and strengthen law-related education programs. Law-related education is an important part of schools throughout the United States. The report includes state-by-state summaries by law-related education initiatives, along with tables and graphs to present relevant data. (EH)

ED387466
Research, Issues, and Practices. Proceedings of the Annual Curriculum and Instruction Research Symposium (3rd, Vermillion, South Dakota, April 28, 1995).
South Dakota Univ., Vermillion.
1995
145 p.
EDRS Price - MF01/PC06 Plus Postage.
DOCUMENT TYPE: Collected Works - Proceedings (021)
DESCRIPTORS: Administrator-Attitudes; Disabilities-; Early-Childhood-Education; Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Hispanic-Americans; Knowledge-Level; Law-Related-Education; Mathematics-Achievement; Parents-; Peer-Relationship; Periodicals-; Physical-Sciences; Picture-Books; Preservice-Teacher-Education; Principals-; Reading-Habits; Reflective-Teaching; State-Surveys; Student-Attitudes; Student-Journals; Student-Teachers; Thematic-Approach; Time-; Time-Management; Units-of-Study; Violence-
DESCRIPTORS: *Curriculum-; *Instruction-
IDENTIFIERS: Belarus-; Peer-Harassment; Professional-Journals; South-Dakota

This monograph provides the following 11 papers presented at a 1995 symposium on curriculum and instruction: (1) "Early Children Education in Belarus: Kindergarten No. 490" (Linda A. Good) a case study of one school for 260 children, ages 2-7; (2) "How Parents Spend Their Time" (Timothy Lillie) an investigation of how parents of children with disabilities spend their time; (3) "Opinions of Principals toward Violence in Schools" (Robert W. Wood, Gareth G. Zalud, and Constance L. Hoag) a survey of middle and secondary level administrators in South Dakota; (4) "Conceptual Knowledge in Physical Science of University Students in an Elementary Education Preservice Program" (Paul B. Otto) an investigation into students' ability to explain scientifically an observed phenomenon; (5) "The Professional Reading Habits of Elementary School Principals and Teachers" (Garreth G. Zalud, Robert W. Wood, and Constance L. Hoag) a survey which identified the most frequently read professional journals; (6) "Picture Books: They're Not Just for Kids Anymore" (Maurine V. Richardson and Margaret B. Miller) suggestions for choosing and using picture books in the classroom; (7) "Exploring Modes of Thinking: A Study of How Student Teachers Reflect on Their Practice" (Lana M. Danielson) analysis of interviews and student journals; (8) "Principals' Perceptions Concerning Peer Harrassment" (Constance L. Hoag, Gareth G. Zalud, and Bobere W. Wood) a survey of type and incidence of peer harassment in South Dakota schools; (9) "Mathematics Achievements: Hispanic-Anglo" (Roger Ray Parsons and Lena Khisty) comparison of patterns of student performance on mathematics achievement tests across groups and grade levels; (10) "Time for a Change: Studying Time and Space from an Historical Perspective" (Sharon C. Lee and Lisa A. Spiegel) discussion and suggested readings for a thematic unit on time; and (11) "University of South Dakota Law School Students' Perceptions of Law-Related and Civic Education" Sheryl Feinstein, Lynne Roach, and Robert Wood) a survey of law students' opinions about law-related education in elementary and secondary schools. (Most papers contain references.) (JB)

ED386398
Staten,-Clifford-L.
Teaching the U.S. Constitution: Values, Conflict, and Democracy.
National Association of Secondary School Principals, Reston, Va.
1994

Curriculum-Report; v24 n1 Sep 1994
ISSN-0547-4205
Available From: National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
5 p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Collected Works - Serials (022)
DESCRIPTORS: Civil-Rights; Democracy-; Due-Process; Freedom-; Local-Issues; Secondary-Education; Social-Values
DESCRIPTORS: *Censorship-; *Civil-Liberties; *Conflict-Resolution; *Democratic-Values; *Freedom-of-Speech; *Student-Rights
IDENTIFIERS: *United-States-Constitution

This newsletter essay explores the conflicts between individual values and community values and efforts to resolve these conflicts under the U.S. Constitution. The paper includes five sections: (1) Introduction; (2) Value Conflicts and the Constitution; (3) Making Value Conflicts Relevant to Students; (4) For Example: The Indiana University Southeast Program; and (5) Conclusion. Six case scenarios focus on the conflict between individual values and community values. A teaching strategy is included. (EH)

ED387389
Stern,-Marc-D.
Religion and the Public Schools: A Summary of the Law.
American Jewish Congress, New York, N.Y.
1994
47 p.; For a related document, see SO 025 239.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Guides - Non-classroom (055); Reference Materials - General (130)
TARGET AUDIENCE: Administrators; Teachers; Practitioners
DESCRIPTORS: Creationism-; Dress-Codes; Elementary-Secondary-Education; Released-Time; Religious-Holidays; School-Prayer; Teacher-Responsibility; Teacher-Rights; Values-Education
DESCRIPTORS: *Laws-; *Public-Schools; *Religion-; *State-Church-Separation
IDENTIFIERS: Religious-Freedom

Intended to provide school officials an understanding of the legal aspects of common religious liberty and church-state questions in the public school context, this pamphlet attempts an objective summary of the current status of church-state law as it applies to the public schools. The document seeks to catalogue objectively the law as found in authoritative legal sources. Rather than citing all case law on a specific issue, where earlier decisions are subsumed or superseded by a controlling Supreme Court decision, the pamphlet cites only the Supreme Court precedent. Only when the document believes rulings are cast into doubt by subsequent developments or where the decisions themselves are unusually doubtful does it comment on the correctness of decisions/opinions cited. The document includes sections on the law regarding: prayer in school; teaching about religion; use of classroom space for religious activity; holiday observances; release time programs; physical facilities; dual enrollment; distribution of religious literature; baccalaureate services and graduation; scientific creationism; curriculum content; secular humanism; compulsory attendance and religious holidays; dress codes; vaccination requirements; and teachers' responsibilities and rights. The pamphlet concludes with a subject index for quick reference. Included is a separate December 1994 update citing and summarizing recent changes in the law on religion and the public schools. (LH)

ED386639
Sthair,-Vincent-L.
A Behavior Change Program To De-Escalate Fighting in Intermediate Grades of an Elementary School.
1995
98 p.; Educational Specialist Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
DOCUMENT TYPE: Dissertations /Theses - Practicum Papers (043); Tests /Questionnaires (160)
DESCRIPTORS: Adolescent-Development; Behavior-Change; Behavior-Problems; Counseling-; Crowding-; Curriculum-Development; Elementary-Education; Emotional-Development; Environmental-Influences; Interpersonal-Communication; Intervention-; Parent-Child-Relationship; Parent-Participation; Socioeconomic-Status
DESCRIPTORS: *Behavior-Development; *Behavior-Modification; *Conflict-Resolution; *Elementary-School-Students; *Student-Behavior

A plan to de-escalate fighting behaviors at an inner-city elementary school was implemented. It is believed that factors contributing to the problem were: low socio-economic status; a lack of parental supervision at home; a lack of parental involvement at school; a high level of criminal activity surrounding the schools; overcrowded class areas; and an absence of structured behavior change program. The program was designed to decrease fighting behaviors exhibited among intermediate grade (3-5) elementary students. Solution strategies to resolve fighting in the intermediate grades were: institute a 12-week project focusing on 10 behavior change designs relating to communication skills among students, teach ways to escape a confrontation, and provide a working knowledge of body language. Objectives for the program were for 80% of the teachers and the students to increase their knowledge of how to de-escalate a fight, and to reduce fighting referrals by 50%. Evaluation instruments used to measure this project were teacher-made tests and recorded baseline data. It is believed that school culture can become more positive when the de-escalating skills which are taught relate specifically to the actual behaviors exhibited. Total effectiveness of the program showed that violent behavior such as fighting can be reduced with a comprehensive structured program that meets student needs. Appendixes contain the teacher and student survey instruments, baseline data, teacher and student survey results, parent newsletter, and teacher in-service agendas. (JBJ)

EJ528476
Stone,-Lynda
Feminist Political Theory: Contributions to a Conception of Citizenship.
1996
Theory-and-Research-in-Social-Education; v24 n1 p36-53 Win 1996
ISSN-0093-3104
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Researchers; Teachers; Practitioners
DESCRIPTORS: Citizen-Role; Citizenship-Responsibility; Females-; Higher-Education; Law-Related-Education; Philosophy-; Political-Attitudes; Political-Socialization; Social-Action; Social-Change; Social-Sciences
DESCRIPTORS: *Citizenship-; *Citizenship-Education; *Consciousness-Raising; *Feminism-; *Political-Science; *Social-Responsibility
IDENTIFIERS: *Wolfe-Naomi
Advocates a broader conceptualization of citizenship, relying less on Cartesian and Aristotelian precepts, and incorporating postmodern feminist political theory. Identifies three theoretical phases leading to this conceptualization: past for the present, difference out of sameness, and rationality to subjectiveness. (MJP)

ED387381
Temple Univ., Philadelphia, PA. School of Law.
Pennsylvania Juvenile Justice Manual for Junior High School and Middle School Students and Accompanying Teacher's Manual.
SPONSORING AGENCY: Department of Education, Washington, DC.; Pennsylvania State Commission on Crime and Delinquency, Harrisburg.
1990
Available From: Project Temple-LEAP, Temple University School of Law, 1719 North Broad Street, Philadelphia, PA 19122.
60 p.
EDRS Price - MF01/PC03 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Students; Teachers; Practitioners
DESCRIPTORS: Delinquency-; Elementary-School-Curriculum; Group-Activities; Intermediate-Grades; Junior-High-Schools; Middle-Schools; Secondary-School-Curriculum
DESCRIPTORS: *Community-Involvement; *Juvenile-Justice; *Law-Related-Education; *Social-Studies
IDENTIFIERS: *Pennsylvania-
Designed for grades six through nine, this manual teaches students how the Pennsylvania juvenile justice system works. It explains what a juvenile can expect if accused of violating Pennsylvania law in the hope of convincing students to stay out of trouble with the law. The manual gives a brief history of juvenile justice and a description of the present-day system. It explains two common types of cases in the juvenile justice system—dependency cases and delinquency cases. Finally, the document provides a step-by-step explanation of what happens if a juvenile enters the juvenile justice system. A teacher's guide accompanies the student manual. It includes five lessons with goals, methods, and possible activities to assist student understanding of the Pennsylvania juvenile justice system. Activities rely on a participatory methodology and include role playing exercises, small group work, and case study. Also included are a series of discussion and review questions, cartoons, and a crossword puzzle where the responses to questions about the juvenile justice system are used to fill in the blanks. The teacher's guide strongly recommends the use of community resource persons, for example attorneys, juvenile court judges, and juvenile probation officers to provide accurate and realistic information for students and to allow them to see the law enforcement personnel first hand. (LH)

ED387419
Temple Univ., Philadelphia, PA. School of Law.
JETS3: Justice Education Teaching Strategies. Leap into Law through Literature.
SPONSORING AGENCY: Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
1994
Available From: Project Temple-LEAP, Temple University School of Law, 1719 North Broad Street, Philadelphia, PA 19122.
69 p.
EDRS Price - MF01/PC03 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Curriculum-Enrichment; Elementary-Education; Learning-Activities
DESCRIPTORS: *Childrens-Literature; *Citizenship-Education; *Conflict-Resolution; *Law-Related-Education; *Social-Studies
IDENTIFIERS: Mock-Trials
First disseminated in 1980, this newly revised Justice Education Teaching Strategies (JETS) curriculum guide is an effort to provide citizenship lessons for students in grades kindergarten through six. The new booklet provides up-to-date materials in both law and educational theory, and is more user friendly. The purpose of the literature-based JETS program is both to create an arena in which students can interact with literature and to make students conscious of the ways in which they are responsible members of their home and school environments. Using the materials in this guide, students develop skills that lead to a life-long ability to negotiate and mediate in the face of conflict. This manual is organized around the theme of conflict resolution. Each of four lessons include a literature-based conflict resolution exercise and address one major question: (1) What are rules and laws? (2) Are rules and laws everywhere? (3) To whom are we responsible? and (4) How do we solve problems? Around each of these lesson questions there is a series of activities to help students develop their own answers. A mock trial is the culminating activity. Supporting materials, a glossary, and a supplemental book list conclude the guide. (LH)

ED395875
Thompson,-Marcia-A.; Sass,-Charles-R.
For Which It Stands: Flag Burning and the First Amendment. Teacher's Guide.
Close Up Foundation, Arlington, VA.
1995
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (25-minute videotape and this "Teacher's Guide": $59.95).
24 p.; Matching videotape not available from ERIC.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Civics-; Constitutional-Law; Elementary-Secondary-Education; Instructional-Materials; Learning-Activities; Nationalism-; Patriotism-; Social-Studies; Teaching-Methods; Thinking-Skills
DESCRIPTORS: *Citizenship-Education; *Civil-Liberties; *Freedom-of-Speech; *Law-Related-Education
IDENTIFIERS: Bill-of-Rights; Close-Up-Program; Flags-; United-States-Constitution
IDENTIFIERS: *First-Amendment; *Flag-Burning
This teacher's guide is designed to accompany the two-part videotape "For Which It Stands: Flag Burning and the First Amendment." The videotape and teacher's guide should help students to: (1) understand the emotion and significance of the flag-burning issue; (2) examine the free speech aspect of the First Amendment of the Bill of Rights; (3) evaluate the response of government officials to the Supreme Court's decision that a Texas law forbidding the desecration of the flag violated the free speech protections of the First Amendment and the debate over amending the Constitution to prevent flag burning; and (4) compare and contrast the many perspectives people have on patriotism, protest, and free speech. The guide contains four activities that involve class discussions and small-group work. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED387238
Tillman,-Yvonne-R.
Improving Social Skills in Second Graders through the Implementation of a Peace Education/Conflict Resolution Skills Curriculum.
1995
81 p.; Ed.D. Practicum II Report, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
DOCUMENT TYPE: Dissertations /Theses - Practicum Papers (043); Tests /Questionnaires (160)
DESCRIPTORS: Change-Strategies; Decision-Making-Skills; Emotional-Development; Emotional-Response; Empathy-; Grade-2; Peer-Relationship; Perspective-Taking; Primary-Education; Problem-Solving; Self-Concept
DESCRIPTORS: *Conflict-Resolution; *Curriculum-Development; *Elementary-School-Students; *Interpersonal-Competence; *Prosocial-Behavior
IDENTIFIERS: Peace-Education
To increase the social skills of second graders, a 32-week peace education curriculum was taught. All 135 students were from the same ethnically diverse suburban school located in a mostly upper-middle class neighborhood. Pre-curriculum observations, interviews, and teacher questionnaires demonstrated that students did not show proper respect for teachers, adult personnel, peers, and themselves; the main problems cited were fighting, unresolved disputes, and unacceptable language. The curriculum was used to teach children to solve problems peacefully through the use of activities such as role playing; modeling; reading, writing and publishing stories with conflict and peace themes; brainstorming; doing art projects with peace themes; and group discussion. Examples of lessons taught include: the value of trust, recognition of each individual's uniqueness, personality traits, and classroom rules. Evaluation results suggest that, after the curriculum was used, 80% of students learned to express respect for teachers, adults, and peers; 80% improved in the use of acceptable language; 70% learned to exhibit proper behavior in the cafeteria, and 70% were able to resolve conflicts independently. Results indicate that a peace education curriculum which focuses on acquiring conflict resolution skills can increase students' ability to resolve conflicts peacefully. (Eleven appendices include teacher opinion questionnaires, teacher surveys of student conflict resolution skills, and the peace and conflict resolution assessment test. Contains 40 references.) (JW)

EJ522273
Urban,-Hal
Honesty Is Still the Best Policy. Teaching Strategy.
1996
Update-on-Law-Related-Education; v20 n1 p39-43 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Cheating-; Citizenship-Education; Citizenship-Responsibility; Civics-; Law-Related-Education; Lesson-Plans; Moral-Values; Public-Affairs-Education; Secondary-Schools; Social-Responsibility; Values-Clarification
DESCRIPTORS: *Ethical-Instruction; *Integrity-; *Lying-; *Reputation-; *Social-Values; *Values-Education
Presents a lesson plan that accentuates honesty as a central tenet of moral behavior. The first handout requires written answers to open-ended questions based on the students' personal convictions. Subsequent handouts contain quotes, arguments, and "Six Reasons for Being Honest." A class discussion follows. (MJP)

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EJ509195
Urofsky,-Melvin-I.
The Flag Salute Case.
1995
OAH-Magazine-of-History; v9 n2 p30-32 Win 1995
ISSN-0882-228X
Available From: UMI
Theme issue topic: "Taking a Stand in History."
DOCUMENT TYPE: Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Court-Judges; Court-Role; Democracy-; Democratic-Values; Elementary-Secondary-Education; Federal-Courts; Religious-Discrimination; Social-History; Social-Values; United-States-History
DESCRIPTORS: *Civil-Liberties; *Constitutional-History; *Constitutional-Law; *Dissent-; *Religious-Cultural-Groups
IDENTIFIERS: Supreme-Court; United-States-Constitution
IDENTIFIERS: *First-Amendment; *Jehovahs-Witnesses
Contends that, although religious freedom is a key feature of U.S. democracy, it has had a relatively short and modern history. Discusses the issues, court opinions, and historical significance of the 1940 "Minersville School District v. Gobitis" U.S. Supreme Court decision regarding Jehovah's Witnesses and the Pledge of Allegiance to the Flag. (CFR)

ED387387
Valand,-Elisabeth, Ed.
The World of Thomas Jefferson: A Guide for Teachers.
American Forum, New York, NY.; Council of Chief State School Officers, Washington, D.C.; Thomas Jefferson Commemoration Commission, Charlottesville, VA.
1994
Available From: Thomas Jefferson Commemoration Commission, P.O. Box 735, Charlottesville, VA 22902.
17 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Democracy-; Democratic-Values; Instructional-Materials; Law-Related-Education; Political-Science; Resource-Materials; Secondary-Education; United-States-Government-Course
DESCRIPTORS: *Citizenship-Education; *Civics-; *Presidents-of-the-United-States; *United-States-History
IDENTIFIERS: *Jefferson-Thomas
This teaching guide contains two essays about Thomas Jefferson, along with teaching activities, resources and organizations, a chronology, and quotes. The two essays are: (1) "The Architect of Democracy" (Merrill D. Peterson); and (2) "Jefferson's Legacy: Civic Learning in Public Education" (R. Freeman Butts). Teaching activities center around the following topics: (1) "Jefferson, the Architect: Have You Ever Seen Monticello?"; (2) "Jefferson, Student and Politician: Williamsburg and Thomas Jefferson"; (3) "Mapping the World of Thomas Jefferson"; (4) "Jefferson, the Revolutionary: Do You Really Believe in the 'Declaration of Independence'?"; (5) "Jefferson, the Gardener"; (6) "Jefferson, the Author"; (7) "Jefferson, the Bibliophile: What Did Jefferson Read?"; (8) "Jefferson, the President: To Purchase or Not to Purchase Louisiana"; (9) "Expanding Views of the United States and the World"; (10) "Exploration, Expansion, Knowledge"; and (11) "Mapping the United States." (EH)

ED398090
Valentine,-Martha
We the Jury: A Simulation for the Classroom. Instructor's Guide.
Constitutional Rights Foundation, Los Angeles, Calif.
1987
Available From: Zenger Publications, Inc., Gateway Station 802, Culver City, CA 90232.
31 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Guides - Classroom - Learner (051); Guides - Classroom - Teacher (052)
TARGET AUDIENCE: Students; Teachers; Practitioners
DESCRIPTORS: Adult-Education; Civil-Law; Civil-Liberties; Courts-; Criminal-Law; Due-Process; Instructional-Materials; Secondary-Education; Social-Studies
DESCRIPTORS: *Citizen-Participation; *Citizenship-Education; *Constitutional-Law; *Court-Litigation; *Juries-; *Law-Related-Education
IDENTIFIERS: Bill-of-Rights; Constitutional-Rights-Foundation; Fourteenth-Amendment; Mock-Trials; Seventh-Amendment; Sixth-Amendment; United-States-Constitution
IDENTIFIERS: *Street-Law
Designed to provide students and adults with a learning experience related to the jury system, this game focuses on the jury selection process. In doing so, the game examines an important element of a fair trial—the right of the accused to be judged by an impartial jury. The game is designed for four class periods and can be used with a class of 30-35 students. Following a discussion of the background of the jury process and its institutionalization in the Constitution, students select a jury for hypothetical cases. The objectives of the game are to enable students to: (1) describe the jury selection procedure; (2) describe the rights of the accused regarding trial by jury; (3) develop questions that probe underlying attitudes and values; (4) participate in and evaluate a mock jury selection exercise; and (5) demonstrate a willingness to serve on jury duty. Instructor's guide and student handouts are provided. (LH)

ED387420
Vanderbilt Univ., Nashville, TN. Freedom Forum First Amendment Center.
Religious Liberty, Public Education, and the Future of American Democracy. A Statement of Principles.
1995
Available From: The Freedom Forum First Amendment Center at Vanderbilt University, Nashville, TN 37212.
7 p.
EDRS Price - MF01/PC01 Plus Postage.
DOCUMENT TYPE: Opinion Papers (120)

DESCRIPTORS: Citizenship-; Discussion-; Elementary-Secondary-Education; Religion-
DESCRIPTORS: *Community-Relations; *Conflict-; *Public-Schools
IDENTIFIERS: United-States-Constitution
IDENTIFIERS: *First-Amendment; *Religious-Freedom
According to this document, citizens need to reaffirm their commitment to the guiding principles of the religious liberty clauses of the First Amendment to the Constitution. The rights and the responsibilities of the religious liberty clauses provide the civic framework within which individuals are able to debate differences, to understand one another, and to forge public policies that serve the common good in public education. Yet, the statement says that many communities are divided over educational philosophy, school reform, and the role of religion and values in public schools. In the spirit of the First Amendment, the Freedom Forum proposes six civic ground rules for addressing conflicts in public education that deal with: (1) religious liberty for all; (2) the meaning of citizenship; (3) public schools belong to all citizens; (4) religious liberty and public schools; (5) the relationship between parents and schools; and, (6) the conduct of public disputes. Includes a list of 17 organizational sponsors. (LH)

EJ522269
Vessels,-Gordon
The First Amendment and Character Education. Teaching Strategy.
1996
Update-on-Law-Related-Education; v20 n1 p26-28 Win 1996
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Responsibility; Civics-; Constitutional-Law; Government-School-Relationship; Lesson-Plans; Moral-Values; Religious-Factors; Role-Playing; Secondary-Education; Social-Responsibility; Social-Values; State-Church-Separation; Values-Clarification
DESCRIPTORS: *Citizenship-Education; *Ethical-Instruction; *Freedom-of-Speech; *Law-Related-Education; *School-Role; *Values-Education
IDENTIFIERS: *First-Amendment
Presents a lesson plan that teaches students to identify and examine the First Amendment as it applies to school-related issues. Procedures include researching a specific case and role playing its participants, followed by a discussion and written analysis. Includes three recent Supreme Court cases. (MJP)

EJ512808
Vile,-John-R.; Van-Dervort,-Thomas-R.
Revitalizing Undergraduate Programs through Intercollegiate Mock Trial Competition.
1994
PS:-Political-Science-and-Politics; v27 n4 p712-15 Dec 1994
ISSN-1049-0965
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Citizenship-Education; Course-Content; Courts-; Crime-; Educational-Strategies; Higher-Education; Simulation-
DESCRIPTORS: *Constitutional-Law; *Law-Related-Education; *Learning-Strategies; *Political-Science; *Teaching-Methods
IDENTIFIERS: *Middle-Tennessee-State-University; *Mock-Trials
Asserts that law-related education programs, although more prominent at the secondary level than in higher education, have been successful in educating students about the role of law in society. Describes the use of mock trial competition as an instructional strategy in political science courses. (CFR)

EJ510737
Volk,-Kenneth-S.
Technology, You and the Law.
1994
Bulletin-of-Science,-Technology-&-Society; v14 n4 p203-08 1994
ISSN-0270-4676
Journal availability: STS Press, 102 Materials Research Lab, Pennsylvania State Univ., University Park, PA 16802.
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
DESCRIPTORS: Drama-; Elementary-Secondary-Education; Science-Education; Simulation-
DESCRIPTORS: *Constitutional-Law; *Courts-; *Science-Activities; *Science-and-Society; *Science-Instruction; *Technology-
Presents examples of how the U.S. Constitution is continually being interpreted due to new technological developments. Through the use of a simulated course, students can actively participate in making decisions about our technological society. (MKR)

EJ509197
Wallenstein,-Peter
The Right to Marry: "Loving v. Virginia."
1995
OAH-Magazine-of-History; v9 n2 p37-41 Win 1995
ISSN-0882-228X
Available From: UMI
Theme issue topic: "Taking a Stand in History."
DOCUMENT TYPE: Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Blacks-; Constitutional-Law; Elementary-Secondary-Education; Equal-Protection; Family-Sociological-Unit; Federal-State-Relationship; Laws-; Racial-Identification; Social-Discrimination; Whites-
DESCRIPTORS: *Civil-Rights; *Constitutional-History; *Federalism-; *Marriage-; *Racial-Discrimination; *Racial-Relations

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IDENTIFIERS: Fourteenth-Amendment; Supreme-Court; United-States-Constitution; Warren-Earl
IDENTIFIERS: *Loving-v-Virginia
Discusses the background, legal issues, and significance of the Supreme Court decision, "Loving v. Virginia" (1967). Outlines the history of laws against interracial marriage throughout U.S. history. Asserts that interpretation of the Fourteenth Amendment, applying federal civil rights to the states, was a key factor in the case. (CFR)

ED387711
Wheeler,-Terrence; And-Others
Conflict Management in Schools: Sowing Seeds for a Safer Society. Final Report of the School Conflict Management Demonstration Project 1990-1993.
Ohio Commission on Dispute Resolution and Conflict Management, Columbus.
1994
33 p.
EDRS Price - MF01/PC02 Plus Postage.
DOCUMENT TYPE: Reports - Descriptive (141)
DESCRIPTORS: Adolescents-; Children-; Elementary-Secondary-Education; Interpersonal-Communication; Prevention-; School-Safety; Violence-
DESCRIPTORS: *Conflict-Resolution; *Educational-Environment; *Problem-Solving; *School-Security
IDENTIFIERS: Peer-Mediation
IDENTIFIERS: *Conflict-Management; *Ohio-
In August 1990, the Ohio Commission on Dispute Resolution and Conflict Management initiated a three-year School Conflict Management Demonstration Project. This publication is the final report on the Project. Twenty schools, which reflected the state's diversity, were selected to help assess the impact of the conflict management programs. The results of these programs were assessed by analyzing information gathered from student questionnaires, disciplinary reports, and interviews conducted by independent researchers. The report describes five basic principles of school conflict management programs, and explores notions such as conflict is natural and behavior can be changed. It also outlines the need for conflict management programs and details the types of programs used to manage conflict in the schools, such as the mediation approach, the classroom approach, and the comprehensive approach. Also reported are the findings of the Project, which include decreases in disciplinary action, suspensions cut in half, and improved school climates. Finally, a vision for how conflict management can benefit the state's children and youth is presented. School-related materials available from the Commission are listed. (RJM)

EJ495580
Whitaker,-Monica; Feely,-Mary
Vignettes...from Lives Devoted to Serving the Poor.
1994
Update-on-Law-Related-Education; v18 n3 p38-43 Fall 1994
ISSN-0147-8648
DOCUMENT TYPE: Reports - Descriptive (141); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Due-Process; Elementary-Secondary-Education; Law-Related-Education; Legal-Problems; Low-Income-Groups; Public-Service; Social-Studies
DESCRIPTORS: *Courts-; *Economically-Disadvantaged; *Equal-Protection; *Lawyers-; *Legal-Aid; *Social-Problems
Presents eight case studies of lawyers who work for legal aid societies or provide free legal services to poor people. Includes quotes by the attorneys describing specific cases and why they became involved in providing free legal counsel. (CFR)

ED388427
Williams,-Linda
Increasing Student Interpersonal Relationships.
1995
96 p.; Master's Research Project, Saint Xavier University of Illinois.
EDRS Price - MF01/PC04 Plus Postage.
DOCUMENT TYPE: Tests /Questionnaires (160); Dissertations /Theses - Masters Theses (042)
DESCRIPTORS: Behavior-Problems; Conflict-Resolution; Cooperative-Learning; Disadvantaged-Youth; Grade-4; Intermediate-Grades; Interpersonal-Competence; Predictor-Variables; Problem-Solving; Student-Adjustment; Student-Behavior; Student-Characteristics; Student-Development; Teacher-Effectiveness; Teacher-Student-Relationship; Urban-Youth
DESCRIPTORS: *Behavior-Change; *Classroom-Techniques; *Elementary-School-Students; *Interpersonal-Relationship; *Student-Attitudes; *Student-Problems
IDENTIFIERS: Character-Education; Focus-Groups
A program for increasing the social skills development of fourth grade students is described. The targeted population consisted of fourth grade students in a growing, low socio-economic status, urban community including a public housing development. The problems of poor social skills and disruptive behavior were documented through observations, behavior checklists, and behavior documentation sheets. Analysis of probable cause data indicated that the problems were related to: (1) a lack of positive social skills; (2) unfavorable living conditions; (3) poor home situations; (4) poor school attendance; and (5) a high mobility rate. Solution strategies consisted of implementing cooperative learning groups to teach conflict resolution skills and character education. Post intervention data indicated an increase in student interpersonal relationships. Data also showed that: (1) student collaboration improved; (2) increased empathy toward others was evident; (3) students learned to solve their problems without using violence; and (4) the number of incidents of inappropriate behavior decreased significantly. The appendices include a sample of the evaluation forms, cooperative learning lessons, character education lessons, and conflict resolution lessons. Contains 38 references. (Author/AA)

EJ520838
Williams,-Mary-Louise
The Conundrum of Federalism: Can There Be Strong State Governments and a Strong National Government? Teaching Strategy.
1995
Update-on-Law-Related-Education; v19 n3 p9-11 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Journal Articles (080)
TARGET AUDIENCE: Teachers; Practitioners
DESCRIPTORS: Block-Grants; Citizenship-Education; Compliance-Legal; Constitutional-History; Court-Litigation; Federal-Aid; Federalism-; Federal-Legislation; Federal-Regulation; Government-Administrative-Body; Public-Policy; Secondary-Education; Secondary-School-Students; Social-Studies; State-Courts; State-Legislation
DESCRIPTORS: *Constitutional-Law; *Federal-State-Relationship; *Governmental-Structure; *Government-Role; *Law-Related-Education; *New-Federalism
IDENTIFIERS: Enumerated-Powers; State-Constitutions
Presents a lesson plan that allows students to analyze federalism as a source of conflict and cooperation. Materials include a Venn diagram of the federal government, illustrating delegated, shared, and reserved powers. Another handout requires students to match government responsibilities to these powers. Includes a list of questions for discussion. (MJP)

EJ520847
Williams,-Robert-F.; And-Others
Dimensions of Modern Federalism.
1995
Update-on-Law-Related-Education; v19 n3 p41-44 Fall 1995
ISSN-0147-8648
DOCUMENT TYPE: Opinion Papers (120); Information Analyses - General (070); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Block-Grants; Compliance-Legal; Court-Litigation; Court-Role; Federal-Aid; Federal-Legislation; Federal-Regulation; Government-Administrative-Body; Governmental-Structure; International-Trade; Public-Policy; Secondary-Education; Social-Studies; State-Courts
DESCRIPTORS: *Federalism-; *Federal-State-Relationship; *Government-Role; *New-Federalism; *State-Legislation; *States-Powers
IDENTIFIERS: Exclusionary-Rule
Encapsulates a series of brief essays exploring different aspects of modern federalism. Issues include further protection of individual rights extended through state constitutions and federalism and the world economy. Authors include Robert F. Williams, Earl H. Fry, and Daniel J. Elazar. (MJP)

EJ500249
Willis,-Helene
Equal and Equitable: What's the Difference? Teaching Strategy.
1995
Update-on-Law-Related-Education; v19 n1 p22-24 Win 1995
ISSN-0147-8648
Related short story by Kurt Vonnegut appears on pages 19-21.
DOCUMENT TYPE: Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051); Journal Articles (080)
TARGET AUDIENCE: Teachers; Students; Practitioners
DESCRIPTORS: Content-Area-Reading; Educational-Objectives; Elementary-Education; Interdisciplinary-Approach; Intermediate-Grades; Justice-; Laws-; Social-Change; Social-Studies; Teaching-Methods; United-States-History
DESCRIPTORS: *Civil-Rights; *Cultural-Pluralism; *Democratic-Values; *Equal-Protection; *Law-Related-Education; *Learning-Activities
IDENTIFIERS: Declaration-of-Independence
IDENTIFIERS: *Vonnegut-Kurt
Contends that the issue of diversity and cultural pluralism is generally defined as an educational goal. Presents a lesson using Kurt Vonnegut's "Harrison Bergeron." Includes student objectives, the short story, step-by-step instructional procedures, extension activities, and a list of recommended books on this topic. (CFR)

EJ505725
Zevin,-Jack
Clashing Conceptions of Citizenship: Contradictions for Teaching Critical Thinking in the Schools.
1994
Social-Science-Record; v31 n2 p21-26 Fall 1994
ISSN-0037-7872
Available From: UMI
DOCUMENT TYPE: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
TARGET AUDIENCE: Teachers; Administrators; Practitioners
DESCRIPTORS: Citizen-Role; Citizenship-Responsibility; Democratic-Values; Educational-Objectives; Elementary-Secondary-Education; Learning-Activities; Patriotism-; Thinking-Skills
DESCRIPTORS: *Citizenship-Education; *Critical-Thinking; *Curriculum-Development; *Democracy-; *Political-Socialization; *Social-Studies
Contends that citizenship and democracy are two of the most overused words in social studies classrooms. Maintains that schools must walk a tightrope between those fostering patriotic attitudes and those fostering critical-mindedness and protest. Includes four suggestions for critical thinking in social studies. (CFR)

Part II

ERIC/ChESS Digests on Law-Related Education

An ERIC/ChESS Digest is a two-page synthesis or overview of important literature on a topic of interest to social studies educators. There are more than 1,000 Digests on a variety of topics in the ERIC database, and collectively the ERIC Clearinghouses produce more than 100 new titles each year. The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) annually produces eight to ten Digests.

Two of the Digests recently produced by ERIC/ChESS treat topics in Law-Related Education: (1) LAW MAGNET PROGRAMS by Paula Nessel; and (2) TEACHING ABOUT DEMOCRATIC CONSTITUTIONALISM by John J. Patrick. These two Digests, reprinted in PART II of this volume, were produced jointly by ERIC/ChESS and the American Bar Association.

You can search and locate the complete texts of ERIC Digests on the CD-ROM versions of the ERIC database (available at hundreds of university and larger public libraries) and on the Internet. You can also contact the ERIC Clearinghouse that covers your topic and request its latest Digest list.

More than 50 ERIC Digests published since 1990 on various topics in social studies are available from ERIC/ChESS. Direct your inquiries about titles and procedures for ordering these Digests to ERIC/ChESS, 2805 E. Tenth Street, Bloomington, IN 47408-2698 or call (800) 266-3815.

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ERIC Digest EDO-SO-96-8
November 1996

Law Magnet Programs

by Paula A. Nessel

Interest in law magnet programs has grown substantially in the 1990s. In 1992, a survey of law magnets identified 69 programs in 15 states. This report summarizes information provided by 24 predominantly urban law magnet programs that responded to a 1994 survey. The schools in the sample represent the spectrum of sizes, organizational structures, and settings.

Definition and Origin. A law magnet program is a comprehensive program offering multiple classes concentrating on various aspects of the law and legal process. The law magnet programs utilize an interdisciplinary approach to integrate and emphasize legal studies throughout the curriculum. Programs usually include a sequence of elective and non-elective classes in grades 9-12. Some elementary and middle schools offer law magnet programs. While many law magnet programs originated as a means to desegregate schools, some were created because the community, the school administration, and local teachers wanted to offer students the unique enrichment that a law-related education curriculum could provide.

Law magnet programs conform to the stipulation by the United States Department of Education's Office for Civil Rights that magnet schools offer innovative instructional approaches to attract students with various racial, ethnic, and socio-economic backgrounds. Such approaches might include educational programs and services that comprise the mission of an entire school while others might serve as supplementary enrichment to a standard curriculum. The emphasis on attracting students of different backgrounds reflects the racial integration goal many magnet programs were created to fulfill.

Numerous magnet schools throughout the nation were created in response to a Kansas City, Missouri legal case in the late 1970s. At that time, Kalima Jenkins and several other African-American students successfully sued the school district for not moving "with all deliberate speed" to dismantle racial segregation in its system, as required by *Brown v. Board of Education* (1955). This case is known as *Brown II* because it came to the Supreme Court one year after the original *Brown* decision in order to resolve the issue of how to implement the ruling of *Brown I*. Kalima Jenkins' case led to federal court supervision of the district's desegregation plans. Magnet schools were among the remedies initiated to remove vestiges of racial segregation.

Relationship to the Field of Law-Related Education. Law magnet programs are a small but significant part of the broader field of law-related education (LRE). In 1978 the Law-Related Education Act defined LRE as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based."

There are national, state, and local LRE programs. The degree of the institutionalization of LRE in the school or district varies greatly. Sometimes LRE is brought to classrooms through the initiative of innovative teachers who act without institutional support. But LRE can also be organized as a district-wide program, usually through infusion into the curriculum from kindergarten through high school. Law magnet programs are examples of LRE at the most comprehensive end of the continuum. In them, developing an understanding of the law and exploring careers in the legal professions permeate the formal and informal curriculum. Although many students choose magnet schools because they are interested in pursuing careers in law-related professions, the primary purpose of these schools is to prepare students for citizenship.

Student Profile. Whether or not court-ordered desegregation caused their creation, most law magnet programs have racially and ethnically diverse student populations. A percentage breakdown of student populations reveals the following averages: African American--51%, Asian American--3%, Caucasian--30%, Mexican American or Hispanic--15%, and Native American--.2%. Only about 40% of the responding programs indicate that three-fourths or more of their student body is comprised of only one of the above groups. More often, the student populations include two or three ethnic or racial categories.

Another interesting aspect of the law magnet student population is the gender balance. Twenty-two out of 24 responding schools report a majority of female students. One inner city school reports that over 90% of the students are female. Only one school reports a male majority. Within the high school setting, the size of the law magnet program can be large, with an enrollment of 100-240 students. Smaller programs may have 25-100 students.

School Profile. More than half of the programs surveyed were created in the 1990s, while about 20% began in the late 1980s and another 20% began before 1985. Many programs combine the study of law with the study of a related field, such as public affairs/policy, business, criminal justice, finance, international studies, military science, law enforcement, public/community service, and government; the latter two are most common. Most law magnet programs are located in large metropolitan areas. In 1996, for example, the boroughs of New York City included 71 law magnet programs.

Funding. Most programs have county or local funds plus at least one other funding source. More than half indicate state or federal funds. A few report court-mandated funding. Community groups and businesses and corporations provide other sources of funding.

Harry Garvin, Legal Coordinator of a program in Savannah, Georgia, is one good example of an effective fundraiser. Garvin has received funding from various sources by seeking lists of educational grantors from the United States Department of Education, Department of Commerce, and state department of education. Mr. Garvin also contacts the Georgia state departments of industry and tourism to request an annual list of major industries moving to his state. He believes that a new company is more inclined than an established one to provide funds because it probably has not yet been approached by many local charitable organizations. Being new to a community provides a strong incentive to seek favorable publicity. Dr. Garvin has received in-kind donations from local

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Paula Nessel is the project coordinator for the American Bar Association's National Law-Related Education Resource Center (NLRC) in Chicago.

cable companies, television stations, telephone and cellular phone companies, computer/software companies, and military bases.

Community Support. LRE has always emphasized the use of community resources to make the learning process relevant, experiential, and interactive. Law magnet programs depend on their communities for support, most often using members of the law-enforcement community and the court system. Local bar associations, law schools, and undergraduate schools or community colleges with criminal justice courses can also offer assistance. State bar associations, state LRE projects, individual attorneys, and law firms provide additional support.

Course Offerings. The most common types of courses offered are United States history, civic education, global issues, world history, constitutional law, local/state government, and federal government. A wide variety of other courses are sometimes offered, such as business law, forensic science, international law, court interpreting, criminal justice, law enforcement, law and literature, mediation, and trial advocacy and tactics. Law magnet programs offer a spectrum of educational options ranging from vocational training to college preparation. While the programs include some form of career education, they share the underlying goal of instilling in their students an interest in and understanding of the law.

Law magnet programs emphasize active learning opportunities. Most programs include mock trials, community service, and internships. Survey respondents indicate that mediation is a component of more than 80% of the programs. Mentor programs are used by almost 75%. Many programs include trips to law-related settings, especially the courts.

Getting Started. Immediately after the decision is made to create a law magnet program, an advisory board should be formed. The members should number 10-20 and include representatives from the police, the judiciary, law schools, the state legislature, community colleges, local law firms, local and state bar associations, the district attorney's office, and legal secretaries. Recognizable names help the image of the program, and a list of the advisory board members should appear on the program's letterhead stationery. The most intensive work of the advisory board occurs in the formative stage of the law magnet program, but continued participation is vital to the maintenance and development of each program. Board members provide advice and resources through their connections to the community. They open doors to financial and in-kind support and recruit law-related professionals to serve as consultants, mentors to students, and teachers for law magnet programs.

Inservice training for teachers is widely available. Many national and state LRE centers and projects schedule professional development conferences and annual summer institutes for teachers. They also develop curricula and instructional materials, including videotapes and software. For more information about teacher training, contact the National Law-Related Education Resource Center of the American Bar Association.

Finally, contacting existing magnet programs can assist groups in shaping the direction of their own new programs. Site visits provide concrete examples of how programs can be structured as well as personal opportunities for answering questions.

Conclusion. By early 1996, the number of known law magnet programs had grown to more than 100 in 17 states. These programs provide interesting and practical courses for their students. While exploration of law-related careers may be a focus, the opportunities offered in these programs equip students to be informed, engaged citizens. The success of these programs warrants wide replication to ensure that more young people learn the importance of understanding and participating in our constitutional democracy.

For a list of law magnet programs and other information about all aspects of law-related education, contact the National Law-Related Education Resource Center, American Bar Association/Youth Education, 541 N. Fairbanks Court, Chicago, IL 60611-3314; telephone: (312) 988-5735; e-mail: pnessel@staff.abanet.org.

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the information provided or requested through Interlibrary Loan.

Clinchy, Evans. "The Changing Nature of Our Magnet Schools." NEW SCHOOLS, NEW COMMUNITIES 11 (Winter 1995): 47-50. EJ 502 469.

FINAL REPORT OF THE U.S. OFFICE OF EDUCATION STUDY GROUP ON LAW-RELATED EDUCATION. Washington, DC: U.S. Government Printing Office, 1979. ED 175 737.

Hunter, Alyce. "Magnet Magic: A Consideration of Choice and Change." Paper presented at the annual meeting of the National Association of Secondary School Principals, New Orleans, LA, February 1994. ED 369 152.

Leming, Robert S. ESSENTIALS OF LAW-RELATED EDUCATION. ERIC Digest. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education; Chicago, IL: American Bar Association's National Law-Related Education Resource Center, 1995. ED 390 779.

MAGNET SCHOOLS: PROMOTING EQUAL OPPORTUNITY AND QUALITY EDUCATION. Washington, DC.: Office for Civil Rights, 1989. ED 343 194.

Steel, Lauri, and Roger Levine. EDUCATIONAL INNOVATIONS IN MULTIRACIAL CONTEXTS: THE GROWTH OF MAGNET SCHOOLS IN AMERICAN EDUCATION. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1994. ED 370 232.

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This Digest was produced jointly by ERIC/ChESS and the Adjunct ERIC Clearinghouse for Law-Related Education, a project of the American Bar Association's National Law-Related Education Resource Center.

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ERIC Digest EDO-SO-97-2
February 1997

Teaching about Democratic Constitutionalism

by John J. Patrick

There are more than 100 democracies in the world today (Diamond 1996, 20). All but three of them -- Great Britain, Israel, and New Zealand -- have written constitutions. And even the three democracies without written constitutions exemplify constitutionalism, which is a critical indicator of a modern democratic government.

Constitutions and Constitutionalism. A people's constitution is the supreme law that legitimates, limits, and empowers the government, which, if democratic, is based on periodic and competitive election of representatives by virtually all the adult population. It articulates the structure of government, procedures for selection and replacement of government officials, and distribution and limitations of the powers of government.

Constitutionalism means limited government and the rule of law to prevent the arbitrary, abusive use of power, to protect human rights, to support democratic procedures in elections and public policy making, and to achieve a community's shared purposes. Constitutionalism in a democracy, therefore, both limits and empowers government of, by, and for the people. Through the constitution, the people grant power to the government to act effectively for the public good. The people also set constitutional limits on the power of the democratic government in order to prevent tyranny and to protect human rights (Holmes 1995, 299). The rights of individuals to life, liberty, and property are at risk if the government is either too strong or too weak. Both tyranny and anarchy pose critical dangers to security for individual rights.

An effective democratic constitutional government is sufficiently empowered by people to secure their rights against foreign invaders or domestic predators. Its power is also sufficiently limited by people to secure their rights against the possibility of oppressive government officials. A continuing challenge of democratic constitutionalism is determining how to simultaneously empower and limit the government in order to secure the rights of all persons in the polity.

Not every government with a written constitution exemplifies democratic constitutionalism. Many constitutions have presented merely the appearance of democratic government with little or no correspondence to reality. Soviet-style constitutions of the recent past, for example, grandly proclaimed all kinds of rights while guaranteeing none of them. Only governments that usually, if not perfectly, function in terms of a constitution to which the people have consented may be considered examples of democratic constitutionalism.

Teaching the Concept of Constitutionalism. A democratic government will not endure without public understanding and support for the ideas that undergird it. And prominent among the principles of modern democracy is constitutionalism. So primary objectives of civic education for democratic citizenship are to enable students (1) to acquire knowledge of constitutionalism, (2) to use this knowledge to think and act effectively about issues of governance, and (3) to become committed to the maintenance and improvement of constitutionalism in their polity.

Students should be taught to identify and explain why particular political systems are constitutional democracies or why they are not. Through this kind of concept-learning activity, they will better understand what democratic constitutionalism is. Further, they should be challenged to apply their concept of constitutionalism to analyze and evaluate case studies about the procedures and policies of their government.

Analysis of United States Supreme Court cases is an especially effective method of teaching about democratic constitutionalism. Through its power of judicial review, the Supreme Court can invalidate acts of government that violate the United States Constitution. Teachers should use Supreme Court cases to stimulate critical thinking and inquiry among learners about constitutional issues of the past and present.

Using International Comparisons. Another effective method of teaching about democratic constitutions and constitutionalism is international comparison (Hall 1993). Learners in the United States, for example, should be challenged to compare their constitution and practices of democratic constitutionalism with those of other constitutional democracies of the contemporary world.

Teachers can use common attributes to help learners systematically compare the written constitutions and constitutionalism in different countries. Six common attributes, for example, are (1) structure of government, (2) distribution of powers among executive, legislative, and judicial branches of government, (3) limitations on powers of the branches of government, (4) guarantees of human rights, (5) procedures for electing, appointing, and replacing government officials, and (6) methods of constitutional amendment or change. These attributes, applicable to all democratic constitutions, are foundations for comparative analysis. Through this kind of international comparison, students can learn that common characteristics of modern constitutional democracies are practiced in similar and different ways throughout the world. An outcome of teaching and learning comparatively about democratic constitutionalism is broader and deeper knowledge of the concept. Students are likely to enhance comprehension

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of their own government while globally expanding their understanding of democratic principles, including constitutionalism. Further, ethnocentric tendencies are likely to diminish as students learn the variety of ways that common facets of democratic constitutionalism are practiced.

An excellent resource for comparative analysis of democratic constitutions and constitutionalism is *Constitutions of the World* by Robert L. Maddex. This book was published in 1995 by Congressional Quarterly, Inc., 1414 22nd Street, N.W., Washington, D.C. 20037. The author of this volume uses several common categories systematically to present essential similarities and differences in democratic constitutions of 80 countries.

Using Internet Resources. An abundance of useful data on constitutionalism can be obtained through the Internet. The World Wide Web rapidly is becoming a valuable source of information for civic educators and their students. For example, copies of the constitutions of many countries can be found at this URL site: http://www.uni-wuerzburg.de/law/index.html.

Copies of the constitutions of the 50 states of the United States of America can be located at this Web address: http://www.law.sc.edu/st_cons3.htm.

The availability of many constitutions through the Internet makes feasible the regular use of comparative analysis in teaching and learning about democratic constitutionalism.

Another useful web site is http://www.the-spa.com/constitution/cs_found.htm, which offers links to various resources including the United States Constitution, Supreme Court decisions, and the Federalist Papers.

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Diamond, Larry. "Is the Third Wave Over?" JOURNAL OF DEMOCRACY 7 (July 1996): 20-37.

Hall, Kermit L. THE POWER OF COMPARISON IN TEACHING ABOUT CONSTITUTIONALISM, LAW, AND DEMOCRACY. Paper presented to the Conference on Education for Democracy at the Mershon Center of The Ohio State University, March 4-7, 1993. ED 372 025.

Holmes, Stephen. "Constitutionalism." In Seymour Martin Lipset, ed. THE ENCYCLOPEDIA OF DEMOCRACY. Washington, DC: Congressional Quarterly, Inc., 299-306.

Meyer, Howard N. "A Global Look at Law and Order." SOCIAL EDUCATION 58 (November/December 1994): 417-419. EJ 495 538.

Pallasch, Brian. CONSTITUTIONAL AND NON-CONSTITUTIONAL GOVERNMENTS: SIMILARITIES AND DIFFERENCES THROUGHOUT HISTORY. Washington, DC: Council for the Advancement of Citizenship, 1990. ED 336 332.

Patrick, John J. THE YOUNG OXFORD COMPANION TO THE SUPREME COURT OF THE UNITED STATES. New York: Oxford University Press, 1994. ED 368 670.

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Quigley, Charles N., and Others, eds. NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT. Calabasas, CA: Center for Civic Education, 1994. ED 375 074.

Robinson, Donald. "World Studies Through a Comparative Constitutional Prism." UPDATE ON LAW-RELATED EDUCATION 16 (Fall 1992): 5-7. EJ 469 718.

Varat, Jonathon D. REFLECTIONS ON THE ESTABLISHMENT OF CONSTITUTIONAL GOVERNMENT IN EASTERN EUROPE. Paper presented to the International Conference on Western Democracy and Eastern Europe in Berlin, Germany, October 13-18, 1991. ED 345 994.

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Appendices

Appendix 1: Directory of National and State LRE Programs

Appendix 2: Directory of Law Magnet Programs

Appendix 3: Annotated Index of Law-Related WWW Sites

Appendix 4: Call for Future LRE ERIC Documents
and ERIC Reproduction Release Form

Appendix 5: Figures
Figure 1: Sample ERIC Document Resume
Figure 2: Sample ERIC Journal Article Resume

Appendix 6: ERIC Information

Appendix 1

DIRECTORY OF NATIONAL LRE PROGRAMS

The eight law-related education programs listed below provide LRE support nationwide.

American Bar Association Special Committee on Youth Education for Citizenship

Ronald A. Banaszak, Director, 541 N. Fairbanks Court, Chicago, IL 60611-3314, 312/988-5735, FAX: 312/988-5032.

Center for Civic Education

Charles Quigley, Executive Director, Jack Hoar, Director of Justice Education Programs, 5146 Douglas Fir Road, Calabasas, CA 91302-1405, 818/591-9321 or 800/350-4223, FAX: 818/591-9330.

Constitutional Rights Foundation

Todd Clark, Executive Director, 601 South Kingsley Drive, Los Angeles, CA 90005-2319, 213/487-5590, FAX: 213/386-0459.

Constitutional Rights Foundation Chicago

Carolyn Pereira, Executive Director, 407 S. Dearborn, Suite 1700, Chicago, IL 60605-1111, 312/663-9057, FAX: 312/663-4321
E-mail: crfc@wwa.com

National Institute for Citizen Education in the Law

Lee Arbetman, Associate Director, 711 G Street, SE, Washington, DC 20003-2815, 202/546-6644, FAX: 202/546-6649.

Phi Alpha Delta Public Service Center

Leslie Johnson, P.O. Box 3217, Granada Hills, CA, 91394-0217, 800/835-4865, FAX: 818/363-5851.

Social Science Education Consortium

James Giese, Executive Director, P.O. 21270, Boulder, CO 80308-4270, 303/492-8154, FAX: 303/449-3925
E-mail: giese@stripe.colorado.edu

DIRECTORY OF STATE LRE PROGRAMS

Alabama

Janice Cowin, Executive Director, Alabama Center for Law and Civic Education, Cumberland School of Law, 800 Lakeshore Drive, Birmingham, AL 35229, 205/870-2433 or 800/888-7301, FAX: 205/870-2459
E-mail: wadeblack@mindspring.com
WWW: http://www.mindspring.com/~bozartmt/aclce.html

Alaska

Marjorie Menzi, Co-Coordinator of the Alaska Law-Related Education Program, State Department of Education, 801 West 10th Street, Juneau, AK 99801, 907/465-8720,
FAX: 907/465-3396.

Arizona

Lynda Rando, Arizona Center for LRE, Arizona Bar Foundation, 111 West Monroe, Suite 1800, Phoenix, AZ 85003-1742, 602/340-7360, FAX: 602/271-4930
E-mail: LRABS@aol.com

Arkansas

Barbara Stafford, Executive Director, Learning Law in Arkansas, Inc., UALR School of Law, 1201 McAlmont #421, Little Rock, AR 72202-5142, 501/375-9335, FAX: SAME AS PHONE.

California

Joseph Maloney, Executive Director, Citizenship and LRE Center, 9738 Lincoln Village Drive, Sacramento, CA 95827-3302, 916/228-2322, FAX: 916/228-2493.

Thomas Nazario, U.S.F. School of Law, Street Law Project, 2130 Fulton, San Francisco, CA 94117-1080, 415/422-6832, FAX: 415/422-6433.

Colorado

Barbara Miller, Colorado Civic/Legal Education Program, P.O. Box 21270, Boulder, CO 80308-4270, 303/492-8154, FAX: 303/449-3925.
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Connecticut

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Brooklyn, NY 11225
(718) 636-4900

Ellen Fuhr
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8301 Shore Road
Brooklyn, NY 11209-4299
(718) 748-1537

Carl Gussin
South Shore High School
6565 Flatlands Avenue
Brooklyn, NY 11236-3525
(718) 531-4454

Bryant Harris
John Jay High School
237 Seventh Avenue
Brooklyn, NY 11215-3405
(718) 788-1514

Jean Junker
Edward R. Murrow High School
1600 Avenue "L"
Brooklyn, NY 11230
(718) 258-9283

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Samuel J. Tilden High School
5800 Tilden Avenue
Brooklyn, NY 11203-4824
(717) 629-4523

Carlyle Leach
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(718) 743-0220

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(718) 647-2100
Fax (718) 235-4877

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Bedford Ave & Glenwood Road
2839 Bedford Avenue
Brooklyn, NY 11210
(718) 859-9200

Tony Ruggiero
Lafayette High School
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Brooklyn, NY 11214
(718) 372-3480

Pat Walz
Thomas Jefferson High School
400 Pennsylvania High School
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(718) 345-1801

Tilda Weiss
Abraham Lincoln High School
Ocean Parkway & West Avenue
Brooklyn, NY 11235
(718) 372-5474

Linda Weissman
Sheepshead Bay High School
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Brooklyn, NY 11235-122
(718) 332-2003

Victor Weit
Buckwiak High School
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Fax (516) 333-7498

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John Bowne High School
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Flushing, NY 11367
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Nancy Lieb
Townsend Harris High School
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Flushing, NY 11367
(718) 575-5580

Margaret Siegert
Flushing High School
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Flushing, NY 11354
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(718) 739-1976
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Jamaica, NY 11434-2821
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Long Island City High School
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Long Island, NY 11106
(718) 937-1610

Carol Gomez
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36th Street & Queens Blvd
Long Island City, NY 11101
(718) 361-2032

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William C. Bryant High School
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Long Island City, NY 11103-1397
(718) 721-5404

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Mount Vernon, NY 10552-3206
(914) 665-5120

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New York, NY 10011
(212) 675-5350

Jerry Alperstein
High School of Fashion Industries
225 W. 24th Street
New York, NY 10011
(212) 255-1235

Elaine Arace
Murray Bergtraum High School
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New York, NY 10038
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(212) 501-1300

Eric Feggins
High school of Graphic Commerical Arts
439 W. 49th Street
New York, NY 10019
(212) 245-5925

Daborka Grgas
Louis D. Brandeis High School
145 W. 84th Street
New York, NY 10024
(212) 799-0300

Nathan Gus
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(212) 580-5905
Fax (212) 580-5918

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345 Chambers Street
New York, NY 10282
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Robert Maslow
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444 W. 56th Street
New York, NY 10019
(212) 262-8113

Marian Mogolesco
Vanguard High School
317 E. 66th Street
New York, NY 10021
(212) 517-5175

Ron Pearson
A Philip Randolph High School
W. 135th Street & Convent Avenue
New York, NY 10031
(718) 675-5350

Virginia Pruitt
High School for Leadership & Public Service
90 Trinity Place
New York, NY 10006
(212) 346-0007

Elliot Salow
Fiorella Laguardia High School
100 Amsterdam Avenue
New York, NY 10023
(212) 496-0700

Marilyn Thomason
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(212) 962-4328

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Fax (206) 596-2214

Appendix 3

Law-Related Internet Resources

American Bar Association: **http://www.abanet.org/publiced/home.html**
Division for Public Education

Designed to increase public understanding about the law and its role in society, this website offers sections designed to reach distinct public audiences. The website includes law-related links for students, teachers, librarians, lawyers/judges, journalists, and consumers. The website also includes the division's newsletter, program information, and recent news releases.

American Political Science Association: **http://www.artsci.wustl.edu/~polisci/lawcourt.lawsites.html**
Law & Courts Website

Providing links to an array of law-related resources, this site is separated into user-friendly sections. Links are provided to decisions of the Supreme Court (including oral arguments for some cases), U. S. Courts of Appeals, and State Courts. Other sections include criminal justice, historical documents, governmental agencies, legal research and writing, current law-related periodicals, and legal search indexes and engines.

Carnegie Mellon University: **http://english-www.hss.cmu.edu/Govt/**
Government, Law, and Society

A collection of links organized around themes, this website hopes to provide a political context for people's daily lives. Twenty-seven themes ranging from "humor" to "race" are provided. Law-related educational professionals attempting to use current events to aid in understanding of political themes will find this site useful.

Center for Civic Education: **http://www.primenet.com/~cce/**
Home Page

Intended specifically for use by educators interested in civic education, this website offers information about the Center for Civic Education and its programs. The page additionally links to other civic education resources and organizations available on the Internet.

Center for Civil Society International: **http://solar.rtd.utk.edu/~ccsihome.html**
Home Page

Rated a "3-Star Site" by Magellan, this site is much more comprehensive than first meets the eye. This page provides links to information and resources relating to the emerging civil society in newly independent states of the former Soviet Union. Information and resources are separated by country as well as organization type. The site provides opportunities for educators and students to establish a relationship with people and organizations from former Soviet countries.

Civic Practices Network: **http://www.cpn.org/sections/topics/youth/youth.html**
Youth and Education

Providing essays and training manuals in "citizen politics" and community approaches to youth education, this site primarily offers links to stories and case studies involving young people in the community. The links are well-abstracted, enabling users to choose from more than twenty stories and case studies. The site would benefit teachers, administrators, or community members interested in generating creative approaches to law-related education.

Constitutional Rights Foundation **http://www.crf-usa.org**

Dedicated to educating America's young people about the importance of civic participation in a democratic society, the Constitutional Rights Foundation develops, produces, and distributes programs and materials to teachers, students and public-minded citizens all across the nation. This site provides information on events, programs, publications, and support offered through the Constitutional Rights Foundation.

Cornell Law School:
Constitutions, Statutes, and Codes
http://www.law.cornell.edu/statutes.html

Contains, as the title indicates, constitutions, statutes, and codes for all 50 states as well as for the national government. The full U.S. code provided by the site is searchable. The site also provides a link to the fundamental rights provisions of all 50 states that might be valuable for educators wanting to make comparisons.

DemocracyNet:
Home Page
http://www.ned.org/index.html

Created to strengthen democratic institutions around the world through nongovernmental efforts, DemocracyNet is designed to connect those interested in promoting democracy throughout the world. The website provides links to the Democracy Resource Center, the Journal of Democracy, fellowship programs, international democracy forums, democratic publications, and discussion groups.

ERIC Clearinghouse for Social Studies/
Social Science Education:
Directory of Internet Resources for
Social Studies Education
http://www.indiana.edu/~ssdc/internet.html

Grouping links by educational subject, this website directs its users to a broad range of information valuable to social studies educators. The links are grouped by social studies topics such as history, government, geography, and economics. The site also includes other educational subjects such as education, area studies, multicultural education, and art.

Indiana Program for Law-Related
Education:
Home Page
http://www.indiana.edu/~ssdc/iplre.html

Providing links to national and state law-related education programs, this site serves as a resource for those interested in law-related education programs and their availability. The page highlights Indiana's law-related education programs and provides links to Internet resources pertaining to law-related education.

Indiana University School of Law:
WWW Virtual Library—Law
http://www.law.indiana.edu/law/v-lib/lawindex.html

A project of the World Wide Web Consortium, the Virtual Law Library is arranged by organization type and topic, and contains an extended list of links to law-related search engines. This site would be useful to students or teachers interested in researching current legal information.

Library of Congress:
American Memory Home Page
http://lcweb2.loc.gov/ammem/amhometxt.html

Consisting of primary source and archival materials relating to American culture and history, this collection could be extremely valuable to law-related education professionals. The American Memory collection contains photographs, documents, motion pictures, and sound recordings relating to many aspects of American history.

University of Wurzburg:
International Constitutional Law
http://www.uni-wuerzburg.de/law/home.html

An outstanding resource for those interested in international or comparative law-related education, this site provides full text constitutions for 64 countries around the world. The documents are cross-referenced for quick comparison of constitutional provisions. The site also provides links to other information pertaining to countries throughout the world. The page won "Top 5%" honors as determined by Point Review.

University of Michigan:
Political Science Resources on the WWW
http://www.lib.umich.edu/libhome/Documents.center/polisci.html

An extensive resource for law-related education professionals, this site provides links to information pertaining to a wide array of subjects potentially applicable to teachers, students, and lawyers. The site is organized around various themes that provide links to information and lessons that could be utilized by those interested in law-related education. The page has received "Top Site" honors from Magellan and Point Review.

National Council for the Social Studies: Home Page http://www.ncss.org/

Providing sections for educators, parents, and kids, this site contains links to many resources that could be beneficial to those interested in promoting law-related education. The site contains links to information and resources that cover the broad spectrum of social studies education. NCSS Online has been awarded the "LookSmart" Award through Reader's Digest and "Top 5%" from Point Review.

National Institute for Citizen Education in the Law (NICEL): Home Page http://www.consortium.org/nicel.htm

Dedicated to empowering young people through law-related education, this page provides access to instructional materials and resources specifically for law-related education. Although the site is under construction, it still contains much valuable information about programs and activities sponsored by NICEL.

Phi Alpha Delta Law Fraternity: Public Service Center http://www.pad.org/psc/

Interested in helping young people understand more about the law and their roles as citizens, Phi Alpha Delta Law Fraternity's Public Service Center provides lesson plans and designs programs for those interested in teaching youth about the law. This site provides information and links to highly interactive, law-focused, and user-friendly publications for use in the elementary, middle, and high schools. Additionally, the site contains links to sites of interest to the law-related education community.

University of Southern California: Legal Resources on the Internet http://www.usc.edu/dept/law-lib/legal/topiclst.html

An exhaustive resource for those interested in any aspect of the law, this menu provides links to Federal and State statutes, case law, government publications, and information provided by the government. The resources have been arranged by subject. Legal researchers begin here.

United States Congress: THOMAS—Congressional Resources on the Internet http://thomas.loc.gov/

Helping to link citizens and the United States Congress, this website provides current and historical information about Congress. The site offers links to the Congressional Record, congressional committee information, historical documents, the legislative process, and United States government resources. Recent legislation is arranged by topic, popular title, bill number, and "enacted into law" to make searching easier.

United States Department Justice: Bureau of Justice Statistics http://www.ojp.usdoj.gov/bjs/

A searchable page, this website contains statistics about criminal justice. The statistics are organized by the following sections: (1) Crimes and Victims; (2) Criminal Offenders; (3) The Justice System; (4) Special Topics; and, (5) Crime and Justice Data from Other Sources.

Western Connecticut State University: Political Science Internet Resources http://www.wcsu.ctstateu.edu/socialsci/polscres.html

Similar to the site at the University of Michigan, this site is organized into user friendly categories. Topics include: (1) American Government Resources; (2) Political Thought Resources; (3) Research Resources; (4) General Political Science Resources; and (5) Miscellaneous Resources.

Appendix 4

CALL FOR LRE DOCUMENTS

Kinds of Documents to Send to the Adjunct ERIC Clearinghouse for LRE

The Adjunct ERIC Clearinghouse for LRE would like to receive new documents dealing with law-related education. We are especially interested in documents that are not usually available through other information sources. Types of materials we are looking for include teaching guides, conference papers and speeches, state-of-the-art studies, project descriptions, bibliographies, and instructional materials.

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3. It should be creative or innovative.
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Where to Submit Your Document

Send your document to:

Paula Nessel, Project Coordinator
National LRE Resource Center
American Bar Association/YEFC
541 North Fairbanks Court
Chicago, IL 60611-3314
312/988-5735

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(Rev. 3/96/96)

Appendix 5, Figure 1
Sample ERIC Document Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.	**ED368657**
Author(s):	**Audigier, F., and Lagelee, G.**
Document Title:	CIVIC EDUCATION: TEACHING ABOUT SOCIETY, PASSING ON VALUES. REPORT OF THE COUNCIL OF EUROPE TEACHERS' SEMINAR (57TH, DONAUESCHINGEN, GERMANY, OCTOBER 12-17, 1992).
Institution/Sponsoring Agency and Date Published:	Strasbourg, France: Council for Cultural Cooperation, 1993, 44p.
Alternate Source for obtaining document:	Available From: Council of Europe, B.P. 431 R6, F-67006 Strasbourg Cedex, France.
ERIC Document Reproduction Service (EDRS) Availability:	EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language:	Language: English
Publication Type: broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.	Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source:	Geographic Source: France
Government:	Government: International
Target Audience:	Target Audience: Teachers; Policymakers; Administrators; Practitioners
Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.	Descriptors: *Citizenship Education; *Civics; *Civil Liberties; Classroom Techniques; Curriculum Development; Democratic Values; Educational Experience; Foreign Countries; Learning Activities; Secondary Education; Seminars; Social Studies; *Teacher Associations
Major and Minor Identifiers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.	Identifiers: *Council for Cultural Cooperation (France); Council of Europe (France); European Convention on Human Rights.
Abstract:	This seminar report describes debates that centered around three civic educational themes of identity/citizenship, civics and school life, and the study of the European Convention on Human Rights along with ideas presented at the opening of the seminar and general conclusions at the end. . . .

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Appendix 5, Figure 2
Sample ERIC Journal Article Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.	**EJ476757**
Author(s):	**Adler, Susan A.; And Others**
Article Title:	PARTICIPATORY CITIZENSHIP: MADE AND REMADE FOR EACH GENERATION.
Journal Title, Volume, Date Published, and Page Numbers:	*International Journal of Social Education* 8 (Spring 1993): 67-74.
Reprint Availability:	Available From: UMI
Language:	Language: English
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Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education*.	Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Critical Thinking; Curriculum Development; Democratic Values; *Educational History; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Geography; History; Participative Decision Making; Politics of Education; School Business Relationship; *Social Studies
Major and Minor Identifers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education*.	Identifiers: *America 2000
Annotation:	Discusses the potential impact that the America 2000 reform effort might have on social studies and citizenship education. Argues that the preoccupation of America 2000 and the business community is short-sighted. Calls for social studies educators to recommit themselves. (CFR)

Appendix 6

ERIC Information: Basic Tips for Searching the Database, LRE Related ERIC Descriptors, Where Can You Use ERIC?, and Where to Locate the ERIC Documents and Journal Articles

Basic Tips for Searching the Database

Wherever you choose to run a computer search of the ERIC database, the result of the search will be an annotated bibliography of journal (EJ) and document (ED) literature on your topic. There are a few important tips to keep in mind to ensure that your search meets your needs.

Find the Best Way to Access the ERIC Database

You can now use ERIC from your personal computer, at university libraries, at many public and professional libraries, and through contacting the ERIC Clearinghouses. Before you decide where to search ERIC, ask these questions:

1. How much will it cost?
   You may have free or inexpensive access to ERIC. If not, you may have to pay for connect time on some computer systems or order a search through a search service.
2. How much of the ERIC database is available?
   Some services provide access to the entire ERIC database, which goes back to 1966; others may allow you to search only the last 5 or 10 years of ERIC. If this is important to you, find out how much of ERIC is available before choosing a search system.
3. How long will it take?
   Turnaround time can vary from a few minutes, if you have direct access to ERIC on a personal computer, to several days or longer if you have to order a search that someone else will run for you.
4. How much flexibility does the search system offer?
   Many different software systems are used to search ERIC. Some menu-driven search systems make it easy for a first-time user, but may limit opportunities to make changes to the search question. If you try searching ERIC and feel you cannot locate exactly what you are looking for, ask your librarian for help or call an ERIC Clearinghouse.

Use the Thesaurus of ERIC Descriptors

Every one of the more than 800,000 articles and documents in the ERIC database has been given subject indexing terms called *descriptors*. Before you run an ERIC search, it is important to take a few minutes to find the ERIC descriptors that best capture your topic.

For example, articles and documents about the development of children's social skills would be indexed under the descriptor *interpersonal competence*. The ERIC descriptor for children at risk is *at risk persons*. When you search for information about high school students, you can use the descriptor *high school students* but would miss a lot of material if you did not also use the descriptor *secondary education*.

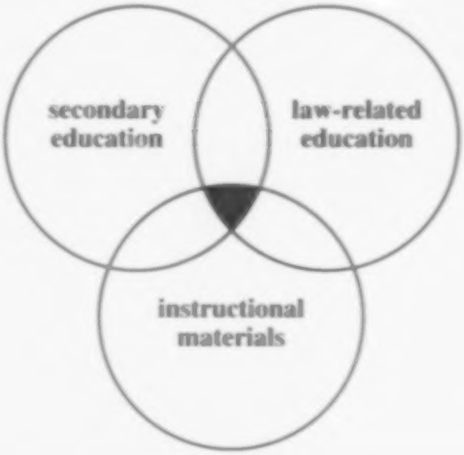
Locations that offer ERIC searches should have reference copies of the *Thesaurus of ERIC Descriptors*, and some search systems allow access to the *Thesaurus* while running your search.

If you cannot locate a copy of the *Thesaurus of ERIC Descriptors*, call the Adjunct ERIC Clearinghouse for Law-Related Education (800/266-3815) and ask for help with the search strategy.

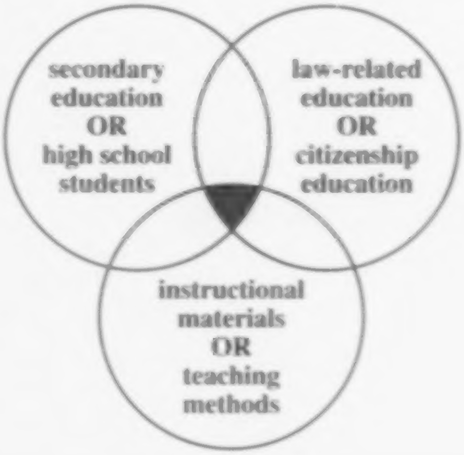
Although the software used to search ERIC will depend on which system is used, all searching is based on Boolean logic; the computer creates sets of information based on the way you tell it to combine subject terms.

For example, to find lesson plans on law-related education for high school students, you could use the *Thesaurus* to find these subject descriptors: *secondary education, law-related education*, and *instructional materials*.

If you want to find records that are indexed under all of these concepts, you would use the AND command to tell the computer to find the intersection of these three subjects.


secondary education
law-related education
instructional materials

If more information on this topic is needed, use the *Thesaurus* to locate additional relevant descriptors and add them to your concept sets by using the OR operator. When the OR command is used, documents and articles indexed with **either** descriptor are searched and combined in a set.


secondary education OR high school students
law-related education OR citizenship education
instructional materials OR teaching methods

Plan Your Search Strategy

To plan your ERIC search, follow these steps:

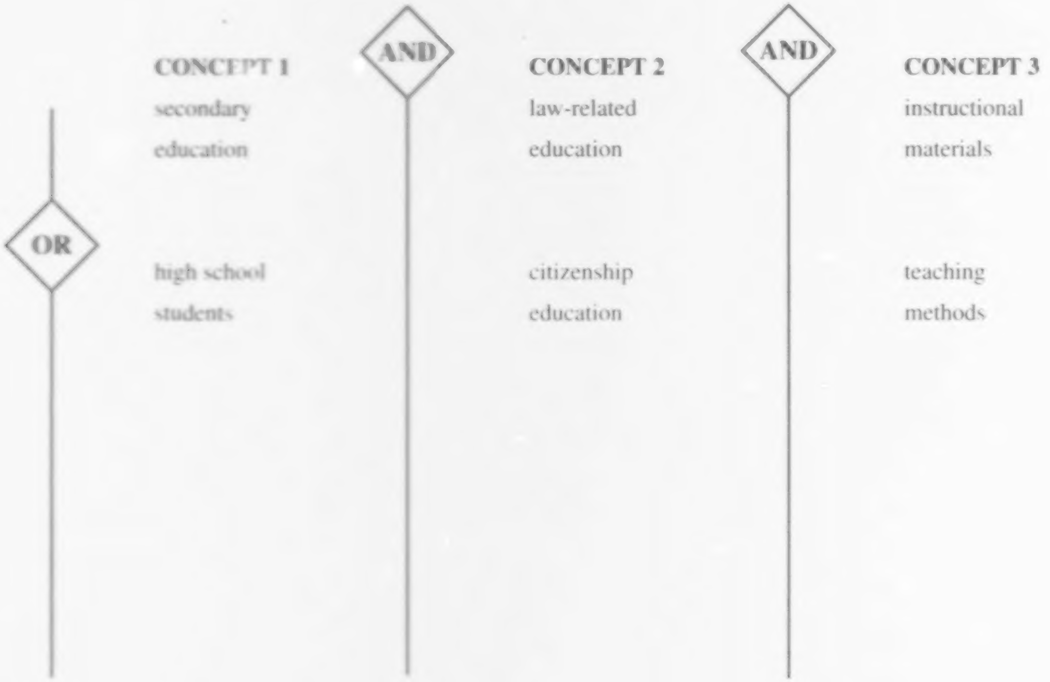
1. write the topic in your own words;
2. divide the search into major concepts; and
3. use the *Thesaurus of ERIC Descriptors* to locate the subject descriptors for each concept of the topic.

Here's an example of how a search topic/question can be turned into an ERIC search strategy:

ERIC Search Worksheet

TOPIC Teaching ideas on law-related education for high school students

CONCEPTS and ERIC DESCRIPTORS



CONCEPT 1	CONCEPT 2	CONCEPT 3
secondary education	law-related education	instructional materials
high school students	citizenship education	teaching methods

ADDITIONAL LIMITATIONS

(e.g., document types, educational level/age group, publication dates, etc.)

Additional Search Tips

To locate journal articles or other publications on a particular education topic, searching by descriptors (subject terms) is usually the best approach. There are other ways to search ERIC, for example, by title, author, specific journals, and even target audience (i.e., whether the publication was intended for teachers, students, parents, etc.).

If you cannot locate instructions for searching ERIC by title, target audience, or the approaches listed below, ask a librarian for help or call an ERIC Clearinghouse. (Note that the details of how you search ERIC will vary depending on the software system, so whenever possible it is best to get instructions from someone who knows the system you are using.)

Here are some other ways to search ERIC:

Identifiers

Identifiers are searchable key words not found in the *Thesaurus of ERIC Descriptors*. They are often proper names or concepts not yet represented by approved descriptors. Identifiers are used to index geographic locations, personal names, test or program names, specific legislation, and so forth. Examples include: Curry Test of Critical Thinking, Gallaudet College DC, Japan United States Textbook Study Project, and Piaget (Jean).

Publication Types (also called Document Types)

In addition to being indexed according to descriptors and identifiers, ERIC documents are categorized by their form of publication. You may want to specify document types in your search strategy to locate a particular kind of document types in your search strategy to locate a particular kind of document, such as: teaching guides, research/technical reports, tests/evaluation instruments, and books.

A complete list of ERIC publication/document types appears in the *Thesaurus of ERIC Descriptors*.

Year of Publication

A search can be limited by the publication dates of documents and articles. For example, you may know before running your search that you only want materials from the last 5 or 10 years. The year of publication can be included as a limiting factor in your original search strategy, or it can be used to modify a search if you find more abstracts than you need.

Free-Text Searching

Free-text searching enables you to search for unique words and phrases found in titles or abstracts. This approach is useful if you do not know the best descriptor to use, or know that there is no indexing term for a concept. For example, you could search the phrase "Head Start" to locate information on that topic. (The results of this search would show you that "Project Head Start" is searchable as an identifier.)

Law-Related Education ERIC Descriptors

Academic Freedom
Access to Education
Affirmative Action
Arbitration
Censorship
Childrens Rights
Citizenship
Citizenship Education
Citizenship Responsibility
Citizen Participation
Citizen Role
Civics
Civil Disobedience
Civil Law
Civil Liberties
Civil Rights
Civil Rights Legislation
Compliance (Legal)
Confidential Records
Conflict Resolution
Constitutional History
Constitutional Law
Controversial Issues (Course Content)
Courts
Court Judges
Court Litigation
Court Role
Criminal Law
Democratic Values
Democracy
Demonstrations (Civil)
Discriminatory Legislation
Discipline Policy
Disclosure
Dissent
Dress Codes
Drug Legislation
Due Process
Educational Discrimination
Educational Legislation
Educational Malpractice
Equal Education
Equal Facilities
Equal Opportunities (Jobs)
Equal Protection
Ethics
Federalism
Freedom
Freedom of Information
Freedom of Speech
Government Role
Government School Relationship
Illegal Drug Use
Intellectual Freedom
International Crimes
International Law
Justice
Juvenile Justice
Laws
Law Related Education
Legal Responsibility
Libel and Slander
Majority Attitudes
Moral Issues
Parent Rights
Police School Relationship
Political Issues
Privacy
Public Policy
Racial Integration
Racial Segregation
Reverse Discrimination
Sanctions
School Attendance Legislation
School Boycotts
School Law
School Policy
School Security
Search and Seizure
Selective Admission
Sex Discrimination
Social Change
Social Problems
Social Values
State Church Legislation
Student Behavior
Student Rights
Student School Relationship
Teacher Rights
Violence
Voting
Voting Rights

BEST COPY AVAILABLE

Where Can You Use ERIC?

Personal Computers
Commercial Services

If you have a personal computer with a modem, you can use it to access ERIC information. Commercial networks such as America Online, CompuServe, and GTE Educational Network Services all feature "AskERIC" information on current topics in education. Many of these services offer all or part of the ERIC database, which can be searched using key words, titles, authors, or other approaches.

A personal computer and modem can also be used to search ERIC and many other databases for a fee by signing up with commercial online database vendors such as Bibliographic Retrieval Services (BRS) or DIALOG Information Services.

The Internet

Internet users can reach an AskERIC service that offers fast, individualized responses to education questions and a free electronic education library. For example, the American Bar Association provides public access to the ERIC database through its Division for Public Education's World Wide Web homepage (http://abanet/publiced).

You can also use the Internet to connect to sites that offer free public access to the ERIC database. For the latest information on Internet access to ERIC, contact the ERIC Clearinghouse on Information & Technology (phone: 800/464-9107 or e-mail: askeric@ericir.syr.edu) or ACCESS ERIC (phone: 800/LET-ERIC or e-mail: acceric@inet.ed.gov).

Libraries and Information Centers

ERIC is available at most university libraries, many public libraries, and other professional libraries and education resource centers—more than 1,000 of which are designated as ERIC information service providers. At these locations you can search the ERIC database yourself, or have a librarian search for you. Most of these locations also have a substantial ERIC microfiche collection and microfiche readers/printers for making copies of ERIC documents.

ERIC Clearinghouses

All of the ERIC Clearinghouses have toll-free numbers and information specialists to help you. Even if you have access to ERIC on your personal computer or at a convenient library, you may want to contact the clearinghouse that covers your education topic. Clearinghouses offer free and inexpensive publications and tips on how to search the ERIC database, and can often refer you to other sources of information.

If you need help finding the best way to use ERIC, call ACCESS ERIC toll free at

1-800-LET-ERIC (800/538-3742).

Where to Locate the ERIC Documents and Journal Articles

The ERIC database has bibliographic information and abstracts on two types of materials: ERIC documents (with ED numbers) and journal articles (with EJ numbers).

With the expansion of computer access to information, there has been increasing interest in full-text electronic access to ERIC documents and articles, which would allow you to print or download the complete text of the ones you want. The ERIC system is exploring ways to make more of the database available in full text and has made the popular ERIC Digests available through the ERIC Digests Online File. You can get complete copies of ERIC Digests from many electronic sources, including most CD-ROM versions of ERIC, the online vendors, and several Internet hosts.

Until electronic full text becomes available for other ERIC database references, here's how you get copies:

ERIC Documents

Most publications with ED numbers can be found at any library that has the ERIC microfiche collection.* At these locations you can read the publications and make copies for a nominal per-page charge on a microfiche reader/printer. To locate the microfiche collection nearest you, call ACCESS ERIC at 1-800-LET-ERIC.

You can also purchase microfiche or paper copies of most ERIC documents from the ERIC Document Reproduction Service (EDRS), which accepts orders by toll-free phone call, fax, mail, or online (through DIALOG, Ovid Technologies, and OCLC). For more information to order documents, contact:

ERIC Document Reproduction Service (EDRS)
DynCorp
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Toll Free: 800/443-ERIC (3742)
Telephone: 703/440-1400
Fax: 703/440-1408

Journal Articles

Copies of journal articles announced in ERIC can be found in library periodical collections, through interlibrary loan, or from article reprint services, including:

CARL UnCover
3801 E. Florida, Suite 300
Denver, CO 80210
Toll Free: 800/787-7979
Telephone: 303/758-3030
Fax: 303/758-5946

UMI InfoStore
500 Sansome Street
Suite 400
San Francisco, CA 94111-3219
Toll Free: 800/248-0360
Fax: 415/433-0100
E-mail: orders@inforstore.com

Institute for Scientific Information (ISI)
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Toll Free: 800/523-1850
Telephone: 215/386-0100
Fax: 215/386-6362
E-mail: tga@isinet.com

To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *Current Index to Journals in Education (CIJE)*, ERIC's printed index of journal citations, which is available in many libraries.

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*Approximately 5 percent of the documents abstracted in ERIC are not available in the microfiche collection. For those publications, the bibliographic citation will include information on where to get a copy.